

# **Life Skills Instructor's Guide**

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# LIFE SKILLS CURRICULUM

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## **Week One                      Building Positive Self-Esteem**

- Day 1.                      Introduction to Program and Class
- Day 2.                      Culture & Ethnicity
- Day 3.                      Presentation
- Day 4.                      Personal Rights/Assertiveness

## **Week Two                      Making Peace with Yourself**

- Day 5.                      Positive Self-Esteem
- Day 6.                      Powerful vs. Powerless People
- Day 7.                      Seeing the Good in Me
- Day 8.                      Taking Responsibility  
Voter Registration/Draft

## **Week Three                      Getting to a Positive Future**

- Day 9.                      Values
- Day 10.                      Stress Management
- Day 11.                      Personal Stress Management Plan
- Day 12.                      Time Management

**Week Four                      Searching for the Principles**

Day 13.	Job Search Principles
Day 14.	Understanding Job Search Skills
Day 15.	Financial: Needs, Wants, Desires
Day 16.	Planning & Establishing

**Week Five                      Developing the Whole Self**

Day 17.	Financial -- Long Term Goals
Day 18.	Self Identification
Day 19.	Knowing Yourself
Day 20.	Effective Communication

**Week Six                      Plan of Action**

Day 21.	Goal Setting – Short & Long Term Goals
Day 22.	Goal Setting – Interpersonal Skills
Day 23.	Goal Setting - Time Management
Day 24.	Goal Setting – Review

*The following Life Skills Assessment is provided as a measuring tool to assess the outcome of training. It is suggested that this assessment be implemented on day two, prior to introducing course material.*

## Pre-Life Skills Assessment

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Trainee's Name \_\_\_\_\_

1. Do you currently prepare a budget each time you are paid? YES \_\_\_\_ NO \_\_\_\_

2. I have a clear understanding of culture and ethnicity. YES \_\_\_\_ NO \_\_\_\_

3. I believe that my race has a direct relationship to where I am in my life.  
YES \_\_\_\_ NO \_\_\_\_

4. My greatest ambition is to become \_\_\_\_\_

5. My self esteem is (check one):

Low \_\_\_\_\_

Medium \_\_\_\_\_

High \_\_\_\_\_

6. My personality can best be described as ( check one):

Passive \_\_\_\_\_

Aggressive \_\_\_\_\_

Assertive \_\_\_\_\_

7. I currently have a checking account. YES \_\_\_\_ NO \_\_\_\_

8. In my opinion, it is important to have a checking account. YES \_\_\_\_ NO \_\_\_\_

9. I currently have a savings account. YES \_\_\_\_ NO \_\_\_\_

10. In my opinion, it is important to have a savings account. YES \_\_\_\_ NO \_\_\_\_

11. I believe others are responsible for my success or failure in life. YES \_\_\_\_ NO \_\_\_\_

12. I handle stressful situations very well. YES \_\_\_\_ NO \_\_\_\_

13. I am a very stressful person. YES \_\_\_\_ NO \_\_\_\_

14. When I am stressed out, usually \_\_\_\_\_

15. I like to stick with a task until it is finished. Never \_\_\_\_ Sometimes \_\_\_\_ Always \_\_\_\_

16. I read the labels on food before I purchase it. YES \_\_\_\_ NO \_\_\_\_

17. I exercise on a regular basis. YES \_\_\_\_ NO \_\_\_\_
18. I get nervous when I have to speak before a group of people. YES \_\_\_\_ NO \_\_\_\_
19. My favorite meal is \_\_\_\_\_
20. How do you feel about yourself? \_\_\_\_\_
21. How do you feel about your racial group? \_\_\_\_\_
22. How do you view your personal power? \_\_\_\_\_
23. I take responsibility for myself. YES \_\_\_\_ NO \_\_\_\_
24. Voting is important. YES \_\_\_\_ NO \_\_\_\_
25. List in order of priority what you value: Education \_\_\_\_ Religion \_\_\_\_  
 Friends \_\_\_\_ Family \_\_\_\_ Work \_\_\_\_ Entertainment \_\_\_\_ Money \_\_\_\_ Time \_\_\_\_
26. I manage stress by \_\_\_\_\_.
27. When I have an appointment I am usually: On time \_\_\_\_ Early \_\_\_\_ A little late \_\_\_\_
28. Most job seekers get jobs through: Answering want ads \_\_\_\_ Sending out resumes \_\_\_\_  
 Completing applications \_\_\_\_ Personal Networking \_\_\_\_
29. Use 5 words to describe yourself. \_\_\_\_\_, \_\_\_\_\_,  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
30. My communication skills are: Good \_\_\_\_ Great \_\_\_\_ Needs Improvement \_\_\_\_
31. List one goal you would like to accomplish in the next two to five years.  
 \_\_\_\_\_
32. I get along well with others: Most of the time \_\_\_\_ Sometimes \_\_\_\_  
 Hardly ever \_\_\_\_
33. I can reach my life goals: On my own \_\_\_\_ With some support of others \_\_\_\_  
 With support from others \_\_\_\_
34. I have a plan for my life. YES \_\_\_\_ NO \_\_\_\_




## **WEEK ONE**

### ***BUILDING POSITIVE SELF ESTEEM***

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**GOAL:**  
**CULTURAL DIVERSITY**  
**Understanding how culture influences life**

At the end of this module, Trainees will be:

-  Better able to determine how their cultural identification affects decision-making.
-  Able to understand how they relate to others. Explain how culture affects the community.
-  Able to understand how to communicate more effectively after understanding cultural influences.

## **WEEK TWO**






### ***MAKING PEACE WITH YOURSELF***

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#### **GOAL:**

#### **BUILDING POSITIVE SELF ESTEEM**

At the end of this module, Trainees will be able to:

-  Define Assertiveness.
-  Better understand their values and beliefs and be able to determine who they are today.
-  Better understand their personality characteristics by explaining how they relate to others.
-  Explain what positive self-esteem is and how it is related to success.
-  Examine how they currently feel about themselves and determine ways to maintain or increase positive self-esteem.





## **WEEK THREE**

### ***GETTING TO A POSITIVE FUTURE***

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#### **GOAL:** **MANAGING LIFE WELL**

At the end of this module, Trainees will be able to:

-  Take control of their lives.
-  Realize the importance of goal setting.
-  Set appropriate goals.
-  Understand that visions can take a long time and can only be reached one step at a time.






## **WEEK FOUR**

### ***RAISING THE QUALITY OF LIFE***

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#### **GOAL:** **ESTABLISHING PRINCIPLES**

At the end of this module, Trainees will be able to:

-  Understand principles that provide for success in developing a higher quality of life.
-  Develop a vision of a better life by writing down goals.
-  Understand basic financial principles regarding needs and wants, and acquiring and expending financial resources.





## **WEEK FIVE**

### ***ENHANCING INTERPERSONAL SKILLS***

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#### **GOAL:** **DEVELOPING THE WHOLE SELF**

At the end of this module, Trainees will be able to:

-  Identify those characteristics that enhance positive interpersonal skills.
-  Develop effective communication skills.
-  Develop skills to effectively handle problems and conflict.
-  Develop skills in understanding and appreciating diversity amongst people.





## **WEEK SIX**

### ***SETTING GOALS INTO A POSITIVE FUTURE***

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#### **GOAL: PLAN OF ACTION**

At the end of this module, Trainees will be able to:

-  Complete an inventory of characteristics about themselves.
-  Practice assertive communication.
-  Understand their personal goals.
-  Develop their personal plan of action.

# **WEEK ONE**

## **BUILDING POSITIVE SELF ESTEEM**

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### **DAY ONE**

#### **A LOOK AT THE PERSON IN THE MIRROR**





#### **GOAL:**

**The trainees will initiate positive relationships through introductions and understanding the rules of conduct in the classroom.**

#### **At the end of this day, the instructor will:**

-  Be better acquainted with each trainee,
-  Have a recognition of the trainee's name, personal and general background information, and
-  Have an understanding of what each trainee hopes to gain from the training.

#### **And each trainee will:**

-  Know instructor's name and a little background of the instructor.
-  Have a better understanding of the Life Skill component.
-  Have a better understanding of the rules, program guidelines, and expectations.
-  Have a better understanding of the behavior expected of the trainees by the program during the session.

## **MATERIALS /SUPPLIES**

Overhead Projector

One transparency for each listed:

Sample Class Rules

What are Problems?

Chalk or Enamel board or flip chart

Chalk / Wet Erase marker depending on the board

Copies of Handouts (one per trainee)

Class Rules






Icebreaker Supplies

## STEP BY STEP (SEE PAGES 12-19)

- I. OVERVIEW\*\*
- II. INTRODUCTIONS  
CLASS  
INSTRUCTOR  
NAME  
FAMILY INFORMATION  
ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING  
ONE SECRET AMBITION  
TRAINEE  
NAME  
FAMILY INFORMATION  
ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING  
ONE SECRET AMBITION
- III. ICE BREAKERS  
CULTURAL BINGO/HANDCUFFS
- IV. CLASS RULES

### **INSTRUCTOR'S NOTES**

*(For Instructor's guide only)*

-  Keep the class focused on getting to know each other.
-  Do not allow any trainee to monopolize the class time with long and detailed life tales.
-  If a trainee fails to give information in one of the areas, ask a simple question to remind the trainee of that area for information to be given. If the trainee is reluctant to give information do not press for it. Go on to the next trainee.
-  Repeat each trainee's name with at least one piece of information about the trainee from what is said.
-  Read in advance the Step by Step Instructions.

### **STEP-BY- STEP INSTRUCTIONS**

#### **\*\*OVERVIEW**

Using several statements, welcome the trainees to Life Skills and briefly explain the activities to be done for the day. If there are announcements or introductions in addition to the instructor and trainees, do them first. Recognize the program as an entirety before being specific with the component, instructor or trainees.

## **INTRODUCTION**

### **CLASS**

The Life Skills component is included in the program to focus on the skills that are needed to be successful in life.

Briefly explain the topics to be covered during the program and the goals in general for the 24 sessions.

### **INSTRUCTOR**

1. Write name on the Board

NAME (pronounce name and give something to fix name in trainee's memory)

2. Tell trainees briefly about

FAMILY INFORMATION (Tell something professional, i.e. full time job, tell something personal, i.e. children)

### **ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING**

Tell about expectation of outcome of course, i.e. "I am looking forward to learning about every one of you today and getting to know each of you over the six weeks.

### **ONE SECRET AMBITION**

Relate this connection with the training the trainees will be receiving

### **TRAINEES**

Have each trainee stand up and speak to the class to give the following information briefly.

NAME

FAMILY INFORMATION

ONE CRITICAL ITEM TO GAIN FROM THIS TRAINING

ONE SECRET AMBITION

Do not allow any student to get too involved in telling about themselves. This time is to be evenly divided among the trainees. Discern who are the leaders and who are the followers of the class. Control the time. (This is to instill in the class that the instructor is the one in control.)

### **ICEBREAKER**

Cultural Bingo and/or Handcuffs (See attachments)

## **Instructions for the Trainer**

### **Cultural Bingo:**

1. Develop a bingo grid with descriptors that are relevant to your training population.  
Examples: Finished from X High School; Prefers baseball to basketball; Lives in the X housing development; Lives in X ward/subdivision/area; has X # of children; Has a car; Knows the words to the national anthem/pledge of allegiance; Likes hip hop/jazz/Latino music; etc. It is possible to have more than one type of grid being filled at the same time.
2. Instruct your participants to move around and interact one-on-one with one another. They must ask the other participant whether he or she matches a certain descriptor, write the name of that person under the descriptor, and then move on to someone else. They cannot use their own names, and can use the name of someone else only once on the grid.
3. Bingo is scored in the traditional ways. A winner should yell out “Bingo!” Depending on the time allowable, you may want to have prizes for the first, second and third winner.
4. At the end of the game, have the winners call out the names of the persons who matched the descriptors that scored BINGO for them. Check to see if the person really matched by asking questions or eliciting more details.

<b>CULTURAL BINGO</b>				
<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Can say thank you in five languages. _____	Can drive a car with a stick shift. _____	Loves to cook. _____	Knows how to score a tennis match. _____	Has tried scuba diving. _____
Drinks only bottled water. _____	Hates to travel by airplane. _____	Has a pet dog or cat. _____	Saw the movie, "Traffic". _____	Knows how to do the Watusi. _____
Can name the man who is the Wimbledon champ. _____	Has visited the Grand Canyon. _____	<b>FREE SPACE</b>	Knows where Elvis is buried. _____	Knows what the W stands for in George W. _____
Prefers beer to wine. _____	Knows who wrote <u>Catcher in the Rye</u> . _____	Shops on the internet. _____	Can name the artist who recorded "Fragile Heart". _____	Knows how to play Whist. _____
A female who can change a tire. _____	Owens a SUV. _____	Has more than 3 children. _____	Gave up smoking. _____	Takes vitamins daily. _____

If you get five different names (Not your own) in a vertical, horizontal or diagonal row, shout BINGO!!!



## ICEBREAKER

## “HANDCUFFS”

### MATERIALS

Yarn – 3 feet length	one choice of color
Yarn – 3 feet length	second choice of color

### PREPARATION

Tie a slip loop at each end of yarn. Match two Trainees together, who are the same sex and close to the same height and weight.

### DIRECTIONS

Explain that the yarn represents the problems we each have to carry through life. (Hand out one yarn to each Trainee. Be sure that for each pair there are the two colors.) (Slip hands through the slip loops while speaking). “If we accept that we have to handle problems, we will get comfortable with having problems as a part of our daily life, just as we get comfortable with wearing clothing.”

“Sometimes, we get mixed up with other people’s problems and then we are in trouble.” (Take one slip loop off of the trainee’s wrist and wrap it over the yarn of the other trainee in the pair. Replace the slip loop over the trainee’s wrist and wrap it over the yarn of the other trainee in the pair. Replace the slip loop over the trainee’s wrist. This joins the two trainees together.)

### GOAL

What needs to be accomplished is getting out of trouble and becoming separated from the problems of other people.

### INSTRUCTIONS

(Give these instructions to the trainees.)

1. Do not slip the loop off your wrist.
2. Do not break the yarn.
3. Do not untie the slip loops at the end of the yarn.

“You may do anything else to become separated. Oh, and do not cut your hands off at the wrist. That might get a little messy, but anything else is okay.”

“There is a guarantee – There is a way out of trouble.”

Let trainees work at the activity.

When a pair of trainees begin to stand around confused or they get agitated, go to them. Ask them what feeling are they having. Then ask them if either of them prays.

The one who says yes, then have them place their hands together. Ask that trainee, “When you pray about a problem, what do you expect to happen?” Depending on the answer give this type of reply, “so you expect magic. All of a sudden you want the problem solved.” (Snap you fingers over the yarn.) When the yarn does not separate, then begin to set up the solution.

This is done by taking the yarn of the trainee “praying” and draping it over the wrist of the other trainee, just behind the loop on the wrist. Practice this before trying in class, so this is done while talking and attention is not on what is being done with the yarn.

After the reply from the trainees, then pat the wrist where the yarn is and tell the trainees that the solution to the problem has already been set-up, just like the problems in our lives... the solutions are set-up for us.

Walk away from the pair to another pair. Let the first pair work on finding the solution.

## THE SOLUTION






The draped yarn is passed under the slip loop yarn and slid over the hand. As the yarn passes under the hand it slides easily out of the slip loop and the two trainees are separated.

“The solutions to our problems are usually much easier accomplished than we believe. (Congratulate the pair for solving the problem. {It is often necessary to set the solution up many times for the pair. Each time let the pair have a clue about how to get separated but do not give them the solution}).

No matter what is said, or done, refer to the action in terms of how problems are handled in “real life”.

## DISCUSSION

After everyone is free of the trouble, then discuss:

-  How they felt first putting on the loops
-  How they felt becoming “in trouble”
-  How they felt as they tried things and they did not work
-  How they felt having to try over and over when things were set up for them
-  How they felt getting free from the other trainee.... out of trouble

*NOTE: The more times that you practice this with different people and do this with the trainees there will become evident many examples of how problems are handled. Also relate to the trainees that there are rules for the activity, just as there are rules and laws in society. If the rules are not adhered to, then the solution to the trouble is not found and greater problems arise.*

**Have fun doing this one!**

## **CLASS RULES**

“Just as there were rules to the activity we just finished and to driving on the streets and highways, there are rules to participate in this course.”

**Show Rules on the overhead projector.**

**Hand out to each trainee a set of rules.**

**Discuss the rules briefly.**

## **HOMEWORK ASSIGNMENT**

1. The trainees are to write each person's name down with at least one thing that was told during Introductions.
2. Tell the trainees to Review the Class Rules and the Key Terms.

## **KEY TERMS**

INSTRUCTOR

TRAINEE

LIFE SKILLS

RULES

LAWS

INVENTORIES

## **KEY TERMS DEFINED**

INSTRUCTOR

The person imparting knowledge by teaching, directing or conditioning.

TRAINEE

A person receiving an orderly series of related thoughts in components in order to be conditioned or trained in some manner of behavior or performance.

LIFE SKILLS

The abilities, proficiencies, or expertise needed to accomplish the tasks needed for success in the individual.

RULES

An authoritative statement of what may or may not be done.

LAWS

A rule of action or conduct established by authority, society, or custom.

INVENTORIES

A list of questions establishing a detailed enumeration of personal characteristics and qualities.

## **HOMEWORK**

Write each person's name with one piece of information given during the introductions. Review each Class Rule and each Key Term.

*Sample*

## CLASS RULES

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Regular Attendance	Be here every class period, unless there is a genuine emergency. Contact the Instructor before class or in an emergency, the site manager to explain reasons for not attending. Keep up with your classes, no class day will be repeated.
Confidentiality	Nothing said or done in class is discussed regarding other Trainees outside the class without the permission of those involved.
Respect Others	Do not advise, analyze or “fix” others. Each Trainee is free to apply their own answers.
Listen	Listen during class. Avoid cross-talk and give undivided attention each person who shares. Be prepared to stay awake.
Stay on the Subject	Avoid discussions or debates about controversial topics and outside issues.
Consider Others	Guard against offending one another, If offended, work it out directly with the offender.
Resolve Problems	If you want to leave the class prematurely, or other matters, discuss reasons with the Instructor.
Taking Responsibility	When uncomfortable with anything in this class, deal with it yourself, instead of expecting others to rescue you.
Clarify Uncertainties	Seek clarification when unsure of the information being presented. Don’t be afraid to ask questions of the Instructor.

\*Be sure to generate your own class rules. You may wish to solicit the input of your trainees in formulating and setting rules.

## WEEK ONE

### BUILDING POSITIVE SELF ESTEEM

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#### DAY TWO








#### CULTURE & ETHNICITY

##### **GOAL:**

**The trainees will break the barriers to assertive behavior through an awareness of culture and ethnicity and how they influence the development of self-esteem.**

At the end of this day, the Trainee will:

Recognize that his/her life has been influenced in positive and negative ways due to the culture he/she was born into.

-  Recognize that other ethnic cultures have positive and negative aspects that affect the people born into their groups.
-  Have a better understanding of the future of the various ethnic cultures in America and how he/she will be able to succeed.
-  Understand and develop a positive attitude toward overcoming the specific problems he/she faces that is systemic to the ethnic group.
-  Begin developing trust toward other groups of people.
-  Understand differences of culture and ethnicity.
-  Be able to express how his/her culture has influenced his/her life.
-  Understand that with an understanding of the diversity of cultures, better relationships and more effective communication will occur.

##### **MATERIALS /SUPPLIES**

Copies of Handouts (one per trainee)

Life Skills Assessment

Media articles that highlight cultural diversity and positive ways to be proud of culture and respect others

##### **ACTIVITY**

ICEBREAKER

COMPLETE

DISCUSSION

HOMEWORK ASSIGNMENT

##### **STEP BY STEP**

Mind Boggler

Life Skills Assessment

Cultural Influence

## INSTRUCTOR'S NOTES

(For Instructor's guide only)

ICEBREAKER

Mind Boggler

ICEBREAKER

Mind Boggler

Write on the board in capital letters from left bottom corner diagonally to right top corner – CHECK

Tell class "This is a phrase. A phrase is two or more words with a special meaning. Who can tell me this phrase?"

(Answer: CHECK UP)

*Explain:* Our brains are made up of two sides, the right and left. The right understands the letters: C-H-E-C-K and the left sees and understands patterns: UP. When both sides of the brain work together they see and understand CHECK UP.

Let us try a few more:

C	C	
G	A	R
R	A	G
	R	E

2 car garage

BED BED                  double bed or twin bed

## LIFE SKILLS ASSESSMENT

"At this time, a general self questioning will be done. Answer these simple questions. At the end of the course, you will again answer these questions: A comparison of your answers will be made."

*Pick up the ASSESSMENTS*

## DISCUSSION:

***"How does culture influence life?"***

## INTRODUCTION

- A. General Introduction to Cultures (represented in community and class)
- B. Discuss Cultural Heritage
- C. Highlight Future of Cultures in America:  
European, African American (Black), Hispanic (Mexican, Latino), Asian  
*Use terminology appropriate to community*
- D. Specific problems of each ethnic group in society:  
Culture & Ethnicity  
Breaking Barriers  
List Barriers  
Building Trust  
Benefits of Trust

- a. Instructor's presentation
- b. Group discussion

### NOTES

1. *Make a presentation to highlight the key words emphasizing the specific culture/s in the class.*
2. *Present material to lead students toward overcoming barriers but strengthen the cultural benefits of the individual*
3. *Discuss major problems faced by the cultural community.*
4. *Lead students toward being able to make a presentation for 3 minutes about the cultural influences affecting their life.*

### HOMEWORK

Prepare a three-minute presentation focused on the cultural influences affecting your life.

### KEY TERMS

CULTURE  
CULTURAL  
ETHNIC  
ETHNICITY  
COMMUNITY

### KEY TERMS DEFINED

CULTURE	The civilization, advancement of knowledge, enlightenment, refinement of a group of people.
CULTURAL	The behavior patterns, arts, beliefs, institutions, and all other products of human work and thought, especially as expressed in a particular community or period.
ETHNIC	Relating to sizable groups of people sharing a common and distinctive characteristic to do with race, nationality or a specific group of people. i.e., religious, linguistic, or cultural heritage.
ETHNICITY	Character relating to ethnic origin; race, nationality, or division of specific group of people.
COMMUNITY	As a society – public population, nations, people, folk, order, citizenry, commonwealth who have an agreement, a uniformity or sameness of achievements in gaining fame, prosperity, victory, fruition or attainment of mastery with the society.
AFFINITY	agreement, account, kinship, harmony, likeness, uniformity, similarity, sameness

# WEEK ONE

## BUILDING POSITIVE SELF ESTEEM

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### DAY THREE

#### PRESENTATION

#### GOAL

The trainees will have an opportunity to increase their self-confidence.

At the end of this day, the Trainee will have:

-  Had an opportunity to stand before his/her peers to speak.
-  Prepared his/her thoughts on a subjective subject.
-  Spoken about cultural and ethnicity influences on his/her development.
-  Received positive acceptance from their peers.

#### MATERIALS /SUPPLIES

Folder  
Evaluation Sheet

#### ACTIVITY

Presentations

#### STEP BY STEP

#### INSTRUCTOR'S NOTES

(For Instructor's guide only)

*Have each Trainee stand up and give 3 - minute presentation*  
*Make sure three positive comments are written down for each Trainee*

#### HOMEWORK

No homework



## PRESENTATION EVALUTION

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Stood up before group. YES NO

Gave name. YES NO

Spoke in a volume that could be heard. YES NO

Maintained eye contact with at least one person in audience. YES NO

Other:

\_\_\_\_\_ YES NO

\_\_\_\_\_ YES NO

\_\_\_\_\_ YES NO

\_\_\_\_\_ YES NO

\_\_\_\_\_ YES NO

\_\_\_\_\_ YES NO

# WEEK ONE

## BUILDING POSITIVE SELF ESTEEM

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### DAY FOUR

#### PERSONAL RIGHTS TO ASSERTIVENESS

#### GOAL:

The trainees will become aware of personal rights to assertiveness.

At the end of this day, the Trainee will have:

-  An understanding of his/her personal rights,
-  A definition of assertiveness and understand assertive rights,
-  An explanation of one way they have not stood up for an assertive right because they didn't know they could,
-  Been encouraged to register to vote as a sign for their right to be assertive,
-  Understood how to respect a diversity of cultures and how knowledge of cultures can, and
-  Help individuals function better in relationships and in society as a whole.

#### MATERIALS /SUPPLIES

One transparency for each listed:

*Personal Rights to Assertiveness*

Copies of Handouts (one per trainee)

*Personal Rights to Assertiveness*

#### ACTIVITY

#### STEP BY STEP

#### DISCUSSION

#### BREAKING BARRIERS

Breaking Barriers

Assertive Behavior

What are Assertive Rights

Voting / Draft

Summary of Week

#### INSTRUCTOR'S NOTES

(For Instructor's guide only)

#### DISCUSSION

#### BREAKING BARRIERS

Self Esteem

Survival vs. Success

Assertiveness

Personal & Social

Rights

Choice

## **KEY TERMS**

ASSERTIVENESS  
SELF ESTEEM  
SUCCESS  
SURVIVAL  
RIGHTS  
PERSONAL  
SOCIAL  
CHOICE

## **KEY TERMS DEFINED**

ASSERTIVENESS	The ability to express thoughts and feelings in a bold and confident way while allowing others to do the same.
SELF ESTEEM	A state of mind that is often described as either high or low. What you believe about yourself affects everything you do. High self esteem results in self-confidence, self worth, and self respect.
SUCCESS	The degree or measure of satisfactory achievement of something attempted. The gaining of fame or prosperity through accomplishment, successfulness, victory, attainment, arrival, fruition, mastery, master, expert, champion, victor, winner.
SURVIVAL	A living or continuing longer despite difficult conditions.
RIGHTS	The ideal of what is just and good that one may properly claim as due.
PERSONAL	Of, relating to, or belonging to a person; relating to the person.
SOCIAL	Devoted to or engaged in for companionship, leading to friendliness or pleasant social relations. Of, relating to, or based on a particular society.
CHOICE	The act of choosing an option from a large enough number choices

## PERSONAL RIGHTS TO ASSERTIVENESS

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1. You have the right to be treated with respect.
2. You have the right to have and express your own feelings, opinions, needs, ideas and thoughts without having to give reasons or make excuses to justify them.
3. You have the right to be listened to and be taken seriously.
4. You have the right to set your own priorities as well as changing your mind if you so chose.
5. You have the right to say “No,” or “I don’t understand,” or “I don’t care,” “I don’t know,” or “I don’t agree without feeling guilty.
6. You have the right to ask for what you want.
7. You have the right to get what you pay for.
8. You have the right to ask for information.
9. You have the right to make mistakes and be responsible for them.
10. You have the right to judge whether you are responsible for finding solutions to other people’s problems while realizing that only they are responsible for their actions.
11. You have the right to judge your own behavior, thoughts, and emotions, and to take the responsibility for their initiation and consequences.
12. You have the right to choose not to assert yourself.
13. You have the right to be competent and proud of your accomplishments.
14. You have the right to have your own space and have privacy and to feel and express anger when that space is threatened.
15. You have the right to change your mind and a situation.
16. You have the right to take pride in your body and define attractiveness in your own terms.
17. You have the right to have a support system.
18. You have the right to be yourself and to have a separate identity.
19. You have the right to structure you own time priorities.
20. You have the right to say “I’m not willing to accept that responsibility.”

## **WEEK TWO**

### **MAKING PEACE WITH YOURSELF**

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#### **DAY FIVE**

#### **FREEING YOURSELF TO POSITIVE SELF-ESTEEM**

#### **GOAL**

**The trainees will have an opportunity to raise their self-esteem and prepare for assertive behavior.**

**At the end of this day, the Trainee will:**

-  Have a better understanding of self-esteem, attitudes and self-talk,
-  Have an opportunity to practice clear assertive communication, and
-  Have an understanding of rights to assertiveness

#### **MATERIALS/SUPPLIES**

Chalk or wet erase marker depending on the board  
Overhead projector  
Transparency Sheets  
Freeing Ourselves

#### **ACTIVITY**

#### **STEP BY STEP**

SELF ESTEEM INVENTORY  
MIND BOGGLER  
PRESENTATION ON SELF ESTEEM TO SUCCESS  
DEFINITION OF SELF ESTEEM AND SUCCESS  
PERSONAL CHARACTERISTICS  
SELF-DEFEATING ATTITUDES  
GUILT  
NEGATIVE THOUGHTS  
FREEING OURSELVES  
SELF TALK

# PERSONAL RIGHTS OF ASSERTIVENESS

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## *INSTRUCTOR'S NOTES*

### SELF ESTEEM INVENTORY

Trainees will be asked to complete the “Self-Esteem Inventory” (page 37). Allow enough time for Trainees to complete the inventory. After they complete the inventory, they will be asked to indicate the number of T’s they had, and number of F’s they had. If the majority of the answers are true, the Trainee is probably experiencing low self esteem. If the majority of the answers are false, then the Trainee is already starting out with relatively high self-esteem.

### MIND BOGGLER

MILLION	One in a million
feengl	
feengl	mixed feelings
s	
c	o
o	m
m	e
i	t
n	h
g	i
	n
	g

coming down with something

PRESENTATION ON SELF ESTEEM TO SUCCESS  
DEFINITION OF SELF ESTEEM AND SUCCESS

## Positive Self - Esteem






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*Show the following information on the overhead projector and discuss.*

1. Self-Esteem Definition  
What you believe about yourself affects everything you do.
  - a. Self-confidence, self worth, and self-respect are the rewards of high self-esteem
  - b. Self-Esteem is not static. It can and does change. It can be temporarily affected by different events in your life. When you succeed at something, your self-esteem is usually high. When you fail at something, for instance, you fail to get a job you interviewed for; your self-esteem is usually low. Most low self-esteem is caused by negative emotional reactions. By the time you have reached adulthood, many life experiences may have affected how you see yourself.
2. PERSONAL CHARACTERISTICS
  - A. Listen to self-talk – positive
  - B. Recognize accomplishments
  - C. Practice clear communications
  - D. Be tolerant
  - E. Know good friends
3. ATTITUDES
  - A. SELF-DEFEATING ATTITUDES
    1. Trainees asked to complete handout “Self Defeating Attitudes.”
    2. Each statement will be discussed. Encourage Trainees to see how their lives are impacted by self-defeating attitudes.
  - B. Self Talk
    1. Guilt Encourage Trainees not to dwell on the guilt, but rather take a realistic look at the situation.

## **“Freeing Ourselves”**

Discuss the following:

-  Examine the reasons the action was taken or committed which caused guilt.
-  Accept the responsibility of taking the action.
-  If another person has been harmed by our action, we should acknowledge to the person that we did harm them, and communicate that we understand the consequences of our behavior.
-  Make a firm commitment to act differently in the future.
-  Discuss their feelings surrounding guilt, and ask Trainees to complete the second half of “Freeing Ourselves”.

## **NEGATIVE THOUGHTS**

Self Talk - The art of improving our self-esteem is to begin to understand and be aware when we have distorted negative thoughts and to understand our reaction to these thoughts.




## **SUCCESS**

What are three things that you have that can show that you are successful?  
These three are things that can be measured in quantity.

<b>Money</b>	Compensation for work
<b>Time</b>	Well managed and outcome is noteworthy
<b>Integrity</b>	Doing what is right because it is right to do it.

## **CHANGING LOW SELF-ESTEEM**

Ask Trainees what are some things that have happened in their lives that caused low self-esteem?  
The problem with low self-esteem is that it can lead to feelings of anger, anxiety, guilt and depression.

-  First, you must want to change!
-  Second, you must be willing to take responsibility for your feelings, thoughts and actions, abilities and interests.
-  Third, you must accept your overall strengths as well as your shortcomings.



## **FREEING OURSELVES continued**

-  Assertiveness
-  Values and Beliefs
-  Personality Characteristics
-  Self-Esteem to Success
-  Self Talk - Logs

## **PERSONAL RIGHTS OF ASSERTIVENESS**

### **HOMEWORK**

Pick one right from the PERSONAL RIGHTS OF ASSERTIVENESS and discuss with another person.

### **Self Talk Log**

Write down the specific details of a situation (event). List the negative thoughts and the ways to turn negative thoughts into positive thoughts.

### **KEY TERMS**

SELF-ESTEEM

POSITIVE

NEGATIVE

SELF-DEFEATING

GUILT

RIGHT (TO ASSERTIVENESS)

CLEAR COMMUNICATION

### **KEY TERMS DEFINED**

**SELF-ESTEEM**      How you see yourself as a person. A state of mind that is often described as either high or low. What you believe about yourself affects everything you do.

Valuing the type of person you are, the skills, talents, intelligence, and how you act on your beliefs and feelings and how you feel about your ability to provide for yourself and to progress.

**POSITIVE**      Indicating affirmation, approval or acceptance, in a constructive, helpful manner.

NEGATIVE	Indicating refusal, denial, contradiction, disapproval, not in a constructive, helpful manner
SELF-DEFEATING	A lack of something desirable or useful that prevents one from accomplishing what it being attempted
GUILT	The fact of being responsible for wrong doing or a crime, burdened with the feeling of being responsible for wrong doing
RIGHT (TO ASSERTIVENESS)	That which is ethical, good, just, or proper, that allows a person to stand up for themselves. Assertive is letting yourself know what you want in an honest and just way.
CLEAR COMMUNICATION	Information is given in a more honest and more satisfying style, and there is acknowledgment that others have thoughts and feelings and points of view.

## ATTITUDE

1. Why is it important to have a good attitude?
2. What are some benefits received from having a good attitude?
3. What are some situations where it is important to have a good attitude?

“What I think, feel, do, and don’t do, is all about me. What you think, feel, do, and don’t do is about you.” “But if there is to be relationship between two people, they must recognize that each affects the other.”

Every person has choices of ways to feel, and to act. It is important to know how to make good choices. When relaxed and calm, strengths and power are better to make the choices to make your life more the way you want.

When you make choices and decisions that are good for you and that do not hurt anyone, you are being assertive. Assertive is letting yourself know what you want in an honest and just way.

### Activity 1

1. Trainees sit in a circle.
2. Each Trainee folds a piece of paper in half lengthwise, writes name at top of each side.
3. Trainee lists good qualities and the things liked about self on the left side.
4. Pass the paper to the trainee on the right. That person lists on the right side the good qualities he or she sees in the Trainee whose name is on the paper.
5. Keep passing the papers until each Trainee has his/her own paper.
6. Compare the two sides.
7. Ask these questions:
8. Do others see you the same way you see yourself?
9. How can you let others see more of your strengths and less of your weaknesses?






**Activity 2**

1. Trainees pair off.
2. Tell each other five things you HAVE to do.
3. Now, say the same things and this time, say “CHOOSE” to do.
4. Which was easier to say?
5. How did your body feel when you said each?

## FREEING OURSELVES

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To free ourselves from guilt, we should:

-  Examine the reasons we took the action or committed the act, which caused guilt.
-  Accept the responsibility of taking the action.
-  If another person has been harmed by our action, we should acknowledge to that person that we did harm to him/her and communicate that we understand the consequences of our behavior.
-  Take any and all actions we can to try to make amends or minimize the harm caused to that person.
-  Make a firm commitment to act differently in the future.

Think about a time when you did something that you later felt guilty about (or, it may be something that you did not do that you later felt guilty about) and complete the following sentences:

- 1) When I did (or did not do) this specific action, I told myself...
- 2) Something I might learn from this experience is...
- 3) Things I can do to prevent making a similar kind of mistake in the future is...

## SELF-ESTEEM INVENTORY

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Answer the following. Mark, “T” for TRUE if you think the statement describes you most of the time, and “F” for FALSE if it does not describe you.

- \_\_\_\_\_ When something goes right in my life, or when I succeed at something, it is usually because I am lucky, not because I deserve it.
- \_\_\_\_\_ I really believe I could do much better in life if I would only try harder.
- \_\_\_\_\_ I don’t get excited when things are going well in my life because I know they won’t last.
- \_\_\_\_\_ I always seem to let other people down.
- \_\_\_\_\_ I often feel like a “bad” person because I don’t do enough for others.
- \_\_\_\_\_ When people are nice to me, I often feel like they are lying, or that they want something from me.
- \_\_\_\_\_ I feel like a failure if I make a mistake.
- \_\_\_\_\_ It is very important to me that people like me.
- \_\_\_\_\_ I get angry when I see my friends becoming more successful than me.
- \_\_\_\_\_ When I feel I’ve done something wrong or let someone down, I usually try to lie, or make excuses for my actions.
- \_\_\_\_\_ I find it hard to tell others how I really feel.
- \_\_\_\_\_ I usually blame others for my problems.
- \_\_\_\_\_ I am often afraid of change in my life.
- \_\_\_\_\_ I feel “stuck” in my life. I think that nothing I do will make much difference.
- \_\_\_\_\_ I avoid people who have opinions different than mine.
- \_\_\_\_\_ I tend to see the negative aspects in other people before I see the good or positive.
- \_\_\_\_\_ I don’t believe people can change their attitudes.

## SELF-DEFEATING ATTITUDES

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1.    T   F   I must have love and approval before I can feel good about myself.
2.    T   F   I must always please other people and live up to their standards and expectations.
3.    T   F   I am inferior to other people.
4.    T   F   Other people should always meet my expectations.
5.    T   F   If someone criticizes me, there must be something wrong with me.
6.    T   F   Other people or situations that are out of my control are to blame for my problems.
7.    T   F   I feel helpless because the problems in my life are impossible to solve.
8.    T   F   The world should always be the way I want it to be.
9.    T   F   If I worry about a situation, that will somehow make it better.
10.   T   F   I must strive to be perfect in everything I do.

## WEEK TWO

### MAKING PEACE WITH YOURSELF

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#### DAY SIX

#### POWERFUL PEOPLE VS. POWERLESS PEOPLE

##### GOAL

The trainees will learn the key to resolving conflict positively.

At the end of this day, the Trainee will:

-  Understand the difference between people who have the power to accomplish what needs to be accomplished to be successful, from those people who try but cannot accomplish what they attempt.
-  Have knowledge about the characteristics of Powerful people and Powerless people
-  Define assertiveness.
-  Understand the difference between assertive, passive, and aggressive behavior.
-  Understand and practice the verbal and nonverbal behaviors associated with assertive behavior.
-  Understand the communication styles of people who possess aggressive, passive and assertive styles.
-  Know the difference between the communication styles used by Powerful and Powerless people.
-  Assess their personal communication style.
-  Be able to define Key Terms.

##### ACTIVITY

##### STEP BY STEP

#### POWERFUL PEOPLE

Definition: Powerful people are people who can influence people and get things done. They understand that this is a negotiated world and approach it in an active manner. They look at other people in the world as peers and equals.

Assign the trainees to generate a list of the characteristics of Powerful People. Compare their lists to each other's and yours.

## POWERLESS PEOPLE

Definition: Powerless people are people who are governed by feelings of the world as “a fair place”, and authority as mother and father who will take care of them. They believe the world is an orderly place and, therefore, have problems dealing with change.

Assign the trainees to generate a list of the characteristics of Powerless People.  
Compare their lists to each other's and yours.

List characteristics of Powerless People

## DISCUSSION

Communication Styles

Empowerment

## ***INSTRUCTOR'S NOTE***

## POWERFUL PEOPLE

Definition: Powerful people are people who can influence people and get things done. They understand that this is a negotiated world and approach it in an active manner. They look at other people in the world as peers and equals.

List characteristics of Powerful People

- + Feel good about themselves
- + Self confident
- + Direct communication
- + Get positive outcomes
- + Look people in the eye
- + Walk with purpose
- + Accept responsibility for self
- + Show respect for others

## POWERLESS PEOPLE

Definition: Powerless people are people who are governed by feelings of the world is “a fair place” and authority as mother and father who will take care of them. They believe the world is an orderly place and therefore, have problems dealing with change.



## List characteristics of Powerless People.

Use indirect communication

- ✚ Apologetic
- ✚ Rambling
- ✚ Manipulative
- ✚ Loud sarcastic tone, or condescending tone with air of superiority
- ✚ Cornering/Shrinking
- ✚ Lack confidence
- ✚ Negative/Fatalistic
- ✚ Avoid eye contact
- ✚ Poor posture
- ✚ Hesitant/Fidgety

## DISCUSSION

Communication Styles: Assertive, Aggressive, Passive

### ***Definition:***

Assertive communication style is standing up for yourself in such a way that you don't violate the basic rights of another person. It is a direct, honest, and appropriate expression of your feelings and opinions.

Aggressive communication style is standing up for yourself in such a way that the rights of the other person is violated in the process. It is an attempt to humiliate, punish, or put down the other person.

Passive communication style is failing to stand up for yourself, or standing up for yourself in an ineffective way. Your own rights are easily violated.

## ASSERTIVE COMMUNICATION STYLE

Advantages of Assertive Communication Style

- ✚ Avoid failure that comes with aggressive or passive communication styles to get what they want.
- ✚ Time is spent as planned.
- ✚ Work is completed as planned.
- ✚ Get the job they want.

## CHARACTERISTICS

- ✚ Express ideas, wants and feelings in direct and appropriate ways.
- ✚ Major intent is to communicate.
- ✚ Confident and feel good about themselves.
- ✚ Respected by others.
- ✚ They improve relationships.
- ✚ Friendly
- ✚ Positive
- ✚ Negotiable
- ✚ Direct
- ✚ Expressive

### Verbal Characteristics

- ✚ Voice is clear and steady
- ✚ Volume and pace appropriate to the situation
- ✚ Tone is confident, not arrogant, sarcastic or condescending.

### Non-Verbal Characteristics

- ✚ Confident body language
- ✚ Good listener
- ✚ Affirming, with nonverbal communication such as head nod
- ✚ Self-Confident
- ✚ Relaxed, yet alert
- ✚ Eye contact is direct, not staring or avoiding
- ✚ Appropriate gestures
- ✚ Facial expressions are confident, yet show empathy and understanding

### CLASS DISCUSSION:

- ✚ How They Make Others Feel
- ✚ How Others Feel About the Assertive Person

Disadvantages of Ineffective Communication Style: Aggressive and Passive

## AGGRESSIVE COMMUNICATION STYLE

### Verbal characteristics

- ✚ Domineering
- ✚ Intimidating
- ✚ Sarcastic
- ✚ Exaggerating
- ✚ Threatening
- ✚ Accusing
- ✚ Name-calling

### **Descriptive words used in the aggressive style**

Words they chose are often intended to blame, attack or accuse.

*"You did this and you did that..."*

*"I don't care..."*

*"So what..."*





*"Mind your own business"*

*"Big deal"*

Those with an aggressive style use a loud sarcastic tone of voice, or a condescending tone of voice with an air of superiority.

Aggressive style has trouble saying what is being thought.

### **Non-verbal characteristics**

-  The face is often expressionless, narrowed, and cold.
-  There is a tendency to stare, almost looking through the person.
-  The body is rigid or stiff and appears overbearing.
-  They may stand with their hands on their hips and their feet apart, or they may clench or pound their fist or point their finger at the other person.

### **CLASS DISCUSSION:**

How They Make Others Feel

How Others Feel About the Aggressive Person

### **PASSIVE COMMUNICATION STYLE**

#### **Verbal Characteristics**

-  Indirect
-  Apologetic words
-  Unclear meanings
-  Rambles
-  Disconnected
-  Manipulative
-  Emotionally dishonest
-  Self-denying martyrdom
-  Complaining
-  Back-stabbing
-  Excessively polite






The voice is usually weak, hesitant, or soft; it may sound whiny or wavering.

A passive style has a hard time really saying what he or she really means and speaking directly, or asking for help. Tends to go along with what someone else wants because fear to say "no".

Descriptive words used by the passive style:

*“sort of...”,*  
*“well...”,*  
*“I’m sorry...”,*  
*“Whatever you think.”,*  
*“Is that OK?”*

### **Non - Verbal Characteristics**

-  Passive styles usually seem to mean something different than what is actually being said.
-  They may appear anxious, timid, depressed, self-pitying, teary, humble or pleading.
-  They may avoid direct eye contact, wring their hands, fidget, giggle, whisper, or use apologetic facial expressions.
-  Carry their body in a humble manner with slumped shoulders.
-  Lean in, move away or nod excessively while talking.










### **CLASS DISCUSSION:**

How They Make Others Feel.

How Others Feel About the Passive Person.

### **DISCUSSION:**

*The fears of using assertive behavior*

-  Fear of being rejected.
-  Fear that people will think you are stupid.
-  Fear of losing control.
-  Fear of making a mistake or failing.
-  Fear of hurting someone’s feelings.
-  Fear of opposition.
-  Fear of being left out.
-  Fear of disapproval.
-  Fear of physical abuse.

### **Breaking the Barriers to Assertive Behavior**

1. Acknowledge your own barriers to assertiveness.
2. Identify situations where you find it most difficult to be assertive.
3. Think about why assertive behavior is more difficult for you in these situations.
4. Think about results of past behavior.
5. Think about behavior you would prefer using, and practice using it.

**Suggested Additional Activity:**

Role playing to each of the communication styles. Discuss each situation in detail, especially in reaction to the role-plays.

**HOMEWORK**

REGISTER TO VOTE / DRAFT

**KEY TERMS**

POWERFUL  
POWERLESS  
ADVANTAGE  
DISADVANTAGE

**KEY TERMS DEFINED**

POWERFUL	The capacity to do or accomplish something forceful, with impact, effective
POWERLESS	Lacking the capacity to do or accomplish something, lacking power, authority, or influence.
ADVANTAGE	A factor conducive to success, profit or benefit(s) gained.
DISADVANTAGE	Detriment, an unfavorable circumstance, causing damage or loss.

## WEEK TWO

### MAKING PEACE WITH YOURSELF




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#### DAY SEVEN

#### SEEING THE GOOD IN ME

##### **GOAL:**

At the end of this day, the Trainee will:

-  Be able to view themselves as they are.
-  Be able to assess their style of communication
-  Be able to begin to view themselves as assertive.

##### **MATERIALS/SUPPLIES**

Chalk or wet erase marker depending on the board

##### **Handouts:**

SEEING THE GOOD IN ME  
SELF IDENTIFICATION CHECKLIST  
ASSESSING YOUR STYLE

##### **ACTIVITIES**

##### **STEP BY STEP**

ICE BREAKER  
SEEING THE GOOD IN ME  
SELF IDENTIFICATION CHECKLIST  
ASSERTIVE RIGHTS  
ASSESSING YOUR STYLE

##### ***INSTRUCTOR'S NOTES***

ICE BREAKERS                      Prediction  
What were you like as a child?  
What are some of your favorite leisure activities?

##### **SEEING THE GOOD IN ME – DO IN CLASS**

Complete filling out “Seeing the Good in Me”. Pair off the Trainees and have them discuss their responses. Allow about 10 minutes, 5 mins. for each person to speak. Then have them come back to the entire class and continue the discussion.

**Questions:**

How many of you found it difficult to find positive words to describe yourself?

What were some of your accomplishments?

What are some of the things you want to be remembered for?

SELF IDENTIFICATION CHECKLIST      Have Trainees complete this checklist.

Review Assertive Rights

COMMUNICATION STYLES OF PEOPLE: Aggressive, Passive and Assertive

Review definition of Key Terms

Relate Culture to the Communication Style

**ASSESSING YOUR STYLE**

Encourage Trainees to identify the communication style that best describes them.

Identify and acknowledge barriers to assertiveness

Identify situations where it is most difficult to be assertive

Think about why assertive behavior is more difficult in these situations

**ACTIVITIES**

Discussion – Definition and characteristics of each personality type

Assertive, Passive, Aggressive

**Temperament Types****Compassionate**

Sensitive to other people, to all kinds of external stimuli such as noise, color and movement.

Sensitive temperament types are inclined to be compassionate, emotionally vibrant, and intuitive.

**Focused**

Conscientious about feelings, and what can be done about them. Prone to melancholy and worry. Focusers can become depressed or markedly obsessional. But when they are in their comfort zone, they are focused (in the positive sense), attentive, connected, and conscientious.

**Creative**

Quite dynamic, especially in a work situation. When comfortable, leads to expressiveness of a more passionate nature. However, at the extreme, this personality can become irritable and prone to anger and hostility.

**Impulsive**

Instinct dictates turning outward, to seek out sensations and high-risk activities that arouse. Cravings for arousal get the best of you. Blindly drawn to sensation seeking --either in love or in work. When misdirected, seeking may result in impulsive or self-destructive behavior and addictions. On the plus side, the impulsive type may find challenge, action, drama, and adventure deriving enormous satisfaction.

## **HOMEWORK**

Write an affirmation statement: “I am ....” . Statement should include words that describe the individual in a positive, affirming way. Tell Trainees this statement does not have to address those things that need to be changed. It only tells the good in them.

## **KEY TERMS**

AFFIRMATION

ASSESS

TEMPERMENT

## **KEY TERMS DEFINED**

AFFIRMATION

A statement of agreement in a positive way to be helpful

ASSESS

To determine the value of: a person - to find the good in.

TEMPERMENT

A person’s attitude as it affects beliefs, thoughts, actions, and behavior



## SEEING THE GOOD IN ME

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- 1) Write down at least three positive words that describe you.
- 2) If someone asked your closest friend to describe your best quality, what would he/she say?
- 3) What do you consider to be your greatest accomplishments in life?
- 4) What would you most like to be remembered for in your life?
- 5) At the time of your death, what would you like to be able to tell people was the purpose of your life?

## ASSESSING YOUR STYLE

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This exercise is designed to increase your awareness of communication styles. Circle the letter before the response that most closely describes how you would usually respond in the situation described. Be as honest as you can.

1. When I believe someone has treated me unfairly, I usually:
  - a. Become angry and tell them exactly what I think.
  - b. State the facts as I understand them, and explain how their treatment has made me feel without showing anger or blaming them.
  - c. Ignore the problem and feel like it's not worth it to bring it up, or I somehow feel it is probably my fault.
2. When it come to making decisions:
  - a. I make them quickly because I know that I am right, and I am ready to argue my decision with anyone.
  - b. I am confident in my own judgment and do not find it difficult to make decisions; however, I am willing to listen to other's ideas or points of view.
  - c. I have a hard time making decisions because I am just not sure about my own judgment, and I can easily be swayed by what others think.
3. When I am with a group of people who are involved in discussion or debate:
  - a. I tend to dominate the conversation and openly argue my point of view.
  - b. I am not afraid to state my own ideas, but I am willing to question them, listen to other's ideas and possibly change my opinion.
  - c. I am reluctant to speak up for fear of embarrassment or because I think my ideas aren't as good or may be thought of as silly.
4. When I am involved in a conflict or a tense situation:
  - a. I am prone to "fly off the handle."
  - b. I can state my own point of view but still listen openly and respectfully to the other points of view.
  - c. I usually try to avoid it at all cost by either leaving or by not getting involved.
5. If a friend makes an unreasonable request of me:
  - a. I usually tell her where she can go. I can tell her what I think of her since she is my friend.
  - b. I can say "no" and take responsibility for saying "no" I can tell her how I feel when she makes such an unreasonable request.
  - c. I will usually try to do it even though I don't want to. I will feel angry even though I don't tell her.

6. If a person has borrowed money from me and is overdue in paying me back:
  - a. I call him and get really angry because he is so inconsiderate knowing that I need the money, too.
  - b. I call him, explain that the due date has past, ask him if there is a problem and openly listen to his response.
  - c. I believe it is his responsibility to make the first move, so I wait for him to repay me, but every time I see him or think about it, I get upset even though I don't tell him.
7. When I call the doctor with a problem and the nurse doesn't understand or refuses to let me talk directly to the doctor:
  - a. I raise my voice and tell her that she doesn't know what she is talking about and that she better let me talk to the doctor.
  - b. I tell her that I understand what she is saying, but that I still have questions and believe it is my right to talk directly to the doctor.
  - c. I don't argue with the nurse, but instead hang up still feeling confused about the situation.

## SELF IDENTIFICATION CHECKLIST

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1. I react quickly to others when they say or do something that bothers me.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
2. I tend to experience both positive and negative feelings with much intensity.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
3. When I am angry, I need to express my feelings immediately.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
4. People view me as aggressive and dynamic.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
5. I have used alcohol or drugs to calm myself when I felt angry.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
6. I get easily irritated.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
7. When I try to suppress my anger, I end up feeling tired and/or depressed.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
8. I hate myself for feeling hostility so frequently.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
9. People feel intimidated by me  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
10. I wish that I were not so emotionally reactive.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
11. My approach to most matters is very passionate.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
12. When I express anger, I often feel ashamed afterward.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
13. I am an impatient person.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
14. It doesn't take much to make me angry.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true

15. I find that I often take out my feelings on my loved ones after having a rough day.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
16. Sometimes I cannot label the cause of my anger.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
17. I am easily frustrated when things do not go my way.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
18. I have difficulty in controlling my temper.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
19. I make up excuses to legitimize my anger to others.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
20. I do not feel sorry after I have expressed my anger to others.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true
21. I find myself frequently complaining.  
1. Not at all true      2. Rarely true      3. Somewhat true      4. Always true

## **WEEK TWO**

### **MAKING PEACE WITH YOURSELF**

---



#### **DAY EIGHT**

#### **BEING RESPONSIBLE**

#### **GOAL:**

**The Trainees will learn to take responsibility for their own actions**

**At the end of this day, Trainees will:**

-  Understand their abilities to make good responses.
-  Understand in what areas responses are required of a person.

#### **MATERIALS/SUPPLIES**

##### **Transparencies**

*Developing Responsibility*

##### **Handouts**

*Developing Responsibility*

#### **ACTIVITY**

#### **STEP BY STEP**

#### **DISCUSSION**

*“Developing Responsibility”*

*Being responsible is shown through actions*

*Positive change can positively impact their lives*

*Maturity*

#### **INSTRUCTOR’S NOTES**

##### **DISCUSSION**

*“Developing Responsibility”*

*Ask Trainees about the choices that they have made, the choices of relationships they are in or have left, and the way they treat others and how they let others treat them. Discuss how being responsible is shown through actions*

## Questions:

What are some of the actions they can take to bring them closer to their goals?

What are some actions that they can take to make themselves happier?

Encourage Trainees to see how positive change can positively impact their lives.






Discuss the following with the trainees:

1. Confront old fears:  
Were you taught to be nice and not to say things like that. The natural honesty is silenced. Afraid of hurting others' feelings, of being rejected or making mistakes.
2. Learn to say what you mean:  
“Well? Like to know that we’ve been heard.” ... after the acknowledgment, the assertive person repeats his or her view or feelings.
3. Enjoy clearer communication:  
Some people manipulate, trying placing blame or by trying to induce guilt feelings in others.
4. Keep to the point:  
Don’t get sidetracked in other conversational points.  
Acknowledge feelings but stay focused, be firm.
5. Learn assertive communication skills:  
Use confident body language and a clear voice and tone. Be a good listener.  
Ask questions if you’re not sure you understand.  
Use common courtesy  
Remember that others have the right to disagree.
6. Make changes in small steps:  
Assertiveness does not happen over night.  
Try rehearsing new situations. As you gain confidence, gradually add new skills  
Self-respect will shine through and those around you will respect you for saying what you mean.

## **DISCUSSION**

### **Maturity**

#### The Abilities

-  Show Responsibility
-  Display Dependability
-  Handle frustrations, control anger and settle differences w/o violence or destruction
-  Disagree without becoming disagreeable or bitter
-  Live in peace with that which we cannot change

#### The Values

-  Integrity
-  Perseverance
-  Patience
-  Peace, calm
-  Humility
-  Unselfishness

## **HOMEWORK**

Make a personal list of responses that are required in each of area of your life.  
Make a list of those responses that you need to develop in certain situations.

## **KEY TERMS**

RESPONSIBILITY  
ACCOUNTIBILITY  
MATURITY  
CHOICE  
DECISION  
ACTION  
BEHAVIOR  
CHARACTER  
EMPOWERMENT

## **KEY TERMS DEFINED**

RESPONSIBILITY	The ability to make the correct response or meet one's obligation in a given situation.
ACCOUNTIBILITY	The ability to make a report of one's actions.
MATURITY	The process of having developed physically, emotionally, and mentally, to function in adult responses.
CHOICE	The selection of one or more options out of many.



ACTION	The way one acts in a situation.
BEHAVIOR	That which is made up of habits, which are actions repeated over and over; manner of making responses.
CHARACTER	The quality of the personage, temperament, personality, and disposition; made up of repeated behaviors by which a person is known.
EMPOWERMENT	The act of incorporation of power in to one's character.

## DEVELOPING RESPONSIBILITY

---

Responsibility means the ability to make a response to a situation that brings a positive outcome. It is important to understand that responsibility must be displayed in the areas of one's life for which they are held accountable. Often responsibility is placed on a person or is taken by a person, and the responsibility ought to be someone else's.

The following areas of responsibility should be developed:

The ability to make choices or make decisions in the process to reach goals.

The ability to handle time by prioritizing and utilizing it effectively. Once it is spent it cannot be retrieved and reused.

The ability to develop functional relationships by choosing to be in or remain in them.

The ability to determine the manner of treatment given by others to oneself, or how to deal with other people.

The ability to take care of one's physical being, or not to take care and be destructive through vices.

The ability to give meaning to life: emotionally, spiritually (your relationship with God), materially (use of money, what to have), and intellectually (direction and how far to develop).

The ability to have happiness. (Selection of values)

# WEEK THREE

## GETTING TO A POSITIVE FUTURE

### MANAGING LIFE WELL

---




#### DAY NINE

#### VALUES

#### **GOAL:**

**The trainees will begin to move toward a life geared for success.**

**At the end of this day, the Trainee will:**

-  Have a focus toward positive values.
-  Have a better understanding of what living well consists of.
-  Have a better understanding of dealing with anger.

#### **MATERIALS/SUPPLIES**

#### **HANDOUTS**

Values Auction  
Self Identification Checklist

#### **ACTIVITY                      STEP BY STEP**

ICEBREAKER  
VALUES  
INTEGRITY  
ATTITUDE

#### ***INSTRUCTOR'S NOTES***

ICEBREAKER              VALUES AUCTION  
*Follow Instruction Sheet*

#### **DISCUSSION                      VALUES**

*Ask the group who their role models are and why they selected this person or persons.*  
*Ask the group what is their greatest dream.*  
*What are their values?*  
*Provide the trainees with a list of values some people hold.*

**Examples:**

**7 Things:** Happy, healthy, reasonably prosperous, financially secure, has friends; has peace of mind, good family relationships.

Gifts of the spirit: *Love, joy, peace, longsuffering, gentleness, goodness, faith.*

Ben Franklin's 12 virtues: *Cleanliness, frugality, humility, industry, justice, moderation, order, resolution, silence, sincerity, temperance, tranquility.*

**Ask Trainees to make a list of the things that are important to them (things they value).**

**Compare their lists:**

Emphasis will be placed on the fact that theirs may be different from their neighbors'.

Have the trainees rank their values according to importance in their life.

Explain for further discussion:

**INTEGRITY**

VALUE - that means doing what is right because it is right to do it.

**HOMEWORK**

Complete your list of values and ways you can accomplish them. Concentrate on your top five values.

Complete the Self Identification Checklist.

**KEY TERMS**

VALUES  
INTEGRITY  
ETHICS  
LIFE  
CHARACTER  
BEHAVIOR  
VALUE  
BELIEF  
ATTITUDE  
VIRTUE

## **KEY TERMS DEFINED**

VALUES	A standard or principle regarded as desirable or worthwhile.
INTEGRITY	The value associated with doing what is right because it is right to do it.
ETHICS	A principle of RIGHT or good conduct; a system of moral values.
LIFE	The period of time distinguished by the activity of breathing.
CHARACTER	The pattern of behavior or personality found in an individual.
BEHAVIOR	The way in which one conducts oneself.
VALUE	A worth, utility, or importance in comparison with something else, as a belief that is desirable.
BELIEF	A feeling sure that someone or something exists or is true or trustworthy; something that one thinks is true without asking for proof.
ATTITUDE	A position of the body or a figure; a particular feeling or way of thinking about something.
VIRTUE	Conduct that agrees with what is morally right; a desirable quality or behavior that fits with a standard of what is right.

## VALUES AUCTION

*Each person has \$1,500.00 to use during the auction. One may bid on as many items as wanted, as long as it does not exceed \$1,500.00.*

		1 <sup>st</sup> Bid	2 <sup>nd</sup> Bid
1.	A chance to rid the world of prejudice.	_____	_____
2.	A chance to serve the sick and needy.	_____	_____
3.	A chance to become a famous figure (movie star, baseball, hero, astronaut, etc.)	_____	_____
4.	A chance to win a gold medal in the Olympics in an event of your choice.	_____	_____
5.	A year of daily massage and the world's finest cuisine from the world's best chef.	_____	_____
6.	A chance to know the meaning of life.	_____	_____
7.	A vaccine to make all persons incapable of graft or lying.	_____	_____
8.	A chance to set your own working conditions.	_____	_____
9.	A chance to be the richest person in the world.	_____	_____
10.	A chance to be the President of the United States.	_____	_____
11.	A chance to have a perfect love affair.	_____	_____
12.	A house overlooking the most beautiful view in the world, that you may keep for one year.	_____	_____
13.	A chance to be the most attractive person in the world.	_____	_____
14.	A chance to live to be 100 with no major illness.	_____	_____
15.	Free psychoanalysis with a genius analyst.	_____	_____
16.	A complete copy of the New York Public Library for your private use.	_____	_____
17.	An audience with the leader of your faith.	_____	_____
18.	A chance to rid the world of unfairness.	_____	_____
19.	A chance to donate \$1 million to your favorite charity.	_____	_____
20.	A chance to be voted Outstanding Person of the Year and praised in every newspaper in the world.	_____	_____
21.	A chance to master the profession of your choice.	_____	_____
22.	A year with nothing to do but enjoy yourself, with all needs and desires taken care of.	_____	_____
23.	A chance to be the wisest person in the world.	_____	_____
24.	A chance to sneak "truth serum" into every water supply in the world.	_____	_____
25.	A chance to do your own thing without hassles.	_____	_____
26.	A room full of pennies.	_____	_____
27.	A chance to control the destinies of 500,000 people.	_____	_____
28.	The love and admiration of the world.	_____	_____
29.	Unlimited travel, and tickets to attend a concert of your choice for a year.	_____	_____

- |     |  |       |       |
|-----|--|-------|-------|
| 30. | A total make-over: New hair style, all new wardrobe from the designer of your choice, two weeks at a beauty spa. | _____ | _____ |
| 31. | Membership in a great health club.   | _____ | _____ |
| 32. | A ticket to a movie of your choice every week for life.  | _____ | _____ |
| 33. | Your own computer that can find all facts you might need for life.   | _____ | _____ |
| 34. | Chance to spend six months with the greatest leader of all time, past or present.                                | _____ | _____ |

## Self Identification Checklist

---

1. I react quickly to others when they say or do something that bothers me.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
2. I tend to experience both positive and negative feelings with much intensity.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
3. When I am angry, I need to express my feelings immediately.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
4. People view me as aggressive and dynamic.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
5. I have used alcohol or drugs to calm myself when I felt angry.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
6. I get easily irritated.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
7. When I try to suppress my anger, I end up feeling tired and/or depressed.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
8. I hate myself for feeling angry so frequently.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
9. People feel afraid of me.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true
10. I wish that I were not so quick to react.  
1. Not at all true   2. Rarely true   3. Somewhat true   4. Always true



## **WEEK THREE**

### **MANAGING LIFE WELL**

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#### **DAY TEN**

#### **STRESS MANAGEMENT**

##### **GOAL:**

**The trainees will gain knowledge about stress factors and emotions.**

At the end of this day, the Trainee will:

-  Describe the effects of prolonged, unmanaged stress.
-  Determine what stresses can and cannot be controlled.
-  Analyze stress in their own lives.

#### **MATERIALS/SUPPLIES**

##### **HANDOUTS**

Self Test for Stress Levels

Symptoms of Prolonged Stress

Anger Do's and Don'ts – Communication Style

##### **ACTIVITY**

##### **STEP BY STEP**

ICE BREAKER

SELF TEST FOR STRESS LEVELS

*Stress*

*What Stress Does – Benefits and Dangers*

*Do's and Don'ts Communication Style*

*Stress Related Problems in America*

##### **INSTRUCTOR'S NOTES**

ICE BREAKER

*Answers for Instructors Manual only!!*

STAND U

(I UNDERSTAND YOU)

I

12:24

ur hand  
hand

(Time on your hands)

AALLLL

(ALL in ALL)

## SELF TEST FOR STRESS LEVELS

Have Trainees complete the Self Test, but wait until after the discussion to explain the scoring.

## DISCUSSION

Stress

What Stress Does

Do's and Don'ts Communication Style

Have Trainees complete:




*Benefits*

*Dangers*

*Stress Related Problems in America*

*Deaths from Heart Attacks, Cancer, Alcohol and Drugs*

## SCORING - Self Test for Stress Levels (*For Instructor's Manual only*)

-  Scores more than 300 indicate that the individual has a very strong chance of becoming seriously ill within the next twenty-four months if stress is not relieved.
-  Scores between 150 - 299 indicate the individual has a 50% chance of getting sick in the near future.
-  Scores with less than 150, have about a 30% chance of getting sick in the near future.

## **KEY WORDS**

STRESS  
MANAGEMENT  
RELAXATION

## **KEY WORDS DEFINED**

STRESS	A force, action on the physical body, or the emotions. A physical, chemical, or emotional factor that causes bodily or mental tension, and may be involved in causing some diseases.
MANAGEMENT	The act or art of administering; control, direction.
RELAXATION	The act of making or becoming loose or less tense; to get rid of tension; a relaxing activity or pastime.

## **HOMEWORK**

Review the items marked on the Self Test and review notes from the discussion.

## **KEY TERMS:**

Write answers to the following questions.

What stress symptoms do you have?

What areas of your life need better administering, control or direction?

What forms of relaxation and recreation do you enjoy?

## SELF TEST FOR STRESS LEVELS

---

INSTRUCTIONS: *Circle each item that applies to you, but only if it occurred within the last 12 months. Add up the values circled.*

LIFE EVENT	VALUE	
Death of a spouse	100	-----
Divorce	73	-----
Marital separation	65	-----
Jail term	63	-----
Death of close family member	63	-----
Personal injury or illness	53	-----
Marriage	50	-----
Fired from a job	47	-----
Marital reconciliation	45	-----
Retirement	45	-----
Change of health of family member	44	-----
Pregnancy	40	-----
Sex difficulties	39	-----
Gain of new family member	39	-----
Business readjustment	39	-----
Change in financial state	38	-----
Death of a close friend	37	-----
Change to different line of work	36	-----
Change in number of arguments with spouse	35	-----
Mortgage over \$40,000	31	-----
Foreclosure of mortgage or loan	30	-----
Change in responsibilities at work	29	-----
Son or daughter leaving home	29	-----
Trouble with in-laws	29	-----
Outstanding personal achievement	28	-----
Spouse begins or stops work	26	-----
Begin or end school	26	-----
Change in living conditions	25	-----
Trouble with the boss	24	-----
Change in work hours or conditions	23	-----
Change in residence	20	-----
Change in schools	20	-----
Change in recreation	20	-----
Change in church activities	19	-----
Change in social activities	19	-----
Mortgage or loan less than \$40,000	18	-----
Change in sleeping habits	17	-----
Change in number of family get-togethers	16	-----
Change in eating habits	15	-----

Single person living alone	15	-----
Christmas	13	-----
Minor violation of the law	12	-----
	TOTAL	-----

## **SYMPTOMS OF PROLONGED STRESS**

Some of the symptoms that may indicate you are experiencing stress overload include:

1. Decision-making becomes difficult.
2. Day dreaming or fantasizing is used to get away from it all.
3. Cigarette, alcohol, and/or drug use (such as tranquilizers) is increased.
4. Thoughts trail off while speaking or writing.
5. Excessive worrying about everything.
6. Sudden outbursts of temper and hostility.
7. Not trusting anyone (even family and friends); being paranoid.
8. Forgetting appointments, deadlines, and dates.
9. Frequent spells of brooding and feeling inadequate.
10. Complete reversal in normal behavior.
11. Insomnia (can't fall or stay asleep).
12. Problems are out of proportion (even the smallest problem seems overwhelming).

## **ANGER DO'S AND DON'TS - COMMUNICATION STYLE**

---

Following are Do and Don't statements. Indicate what communication style the statement is correcting or is it an assertive action.

1. Do speak up when an issue is important to you.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
2. Don't strike while the iron is hot.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
3. Do take time out to think about the problem and clarify your position.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
4. Don't use "below the belt" tactics.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
5. Do speak in "I" language.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
6. Don't make vague requests.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
7. Do try to appreciate the fact that people are different.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
8. Don't tell another person what she or he thinks or feels, or "should" think or feel.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
9. Do recognize that each person is responsible for his or her own behavior, thoughts, what he or she does and doesn't do.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
10. Don't participate in intellectual arguments that go nowhere.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
11. Do try to avoid speaking through a third party or media.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_
12. Don't expect change to come about from hit and run confrontations.  
Aggressive \_\_\_\_\_ Assertive \_\_\_\_\_ Passive \_\_\_\_\_

## WEEK THREE

### MANAGING LIFE WELL







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#### DAY ELEVEN

#### PERSONAL STRESS MANAGEMENT PLAN

##### GOAL:

At the end of this day, the Trainees will:

-  Know techniques that will help them manage stress.
-  Build personal exercise programs.
-  Define nutrition and understand its role in good health.
-  Understand the seven Dietary Guidelines for Americans.
-  Analyze their diet based on the five major food groups.
-  Locate specific ingredients on food labels.

#### MATERIALS/SUPPLIES

PERSONAL STRESS MANAGEMENT PLAN  
BUILDING AN EXERCISE PROGRAM  
RELAXATION

#### ACTIVITY

#### STEP BY STEP

##### ICE BREAKER

*Coping with stress*

*Encourage the Trainees to be attuned to the issues that cause self-induced stress.*

*“Personal Stress Management Plan”*

*Relaxing and Managing Stress*

*Nutrition*

#### INSTRUCTOR’S NOTES

ICE BREAKER      *Use the Relaxation Exercise attached, or any relaxation exercise you think would be appropriate for the group and setting. You may wish to bring a tape player with tapes that are good for Relaxation, i.e. Sounds of Nature, or Classical music.*

##### Coping with Stress

Encourage the Trainees to be attuned to the issues that cause self-induced stress.

In order to have a complete understanding of this process, Trainees will be asked to complete their own “Personal Stress Management Plan.”

Using a transparency for “Personal Stress Management Plan” write an example of I & II.

**Example:**

I. Not enough money to pay the bills each month

A. What can I control?

1. Too many credit card bills
2. Amount of utilities wasted
3. Ordering pizza too many times during month

B. What can I not control?

1. The amount of the insurance on the automobile
2. The amount of the car payment
3. My brother's getting in jail, putting up bond

C. What am I going to do?




1. Cut up the credit cards, and pay by cash.
2. Watch the lights and appliances (TV, stereo, etc.) that are left on when not being used.
3. Set a budget amount for utilities. Next month, it will be available for other bills.

Include in your discussion of how to manage stress:



Relaxing

-  Deep Relaxation
-  Deep Breathing

Physical fitness and exercise

-  Aerobic exercise
-  Isotonic Exercise
-  Stretching

Proper balance

-  Balanced Nutrition
-  Balance of Time

**HOMEWORK**

Complete the “Personal Stress Management Plan”



## **COPING WITH STRESS**

---

After identifying causes of stress, know how to reduce stress.

1. Use your support system of friends or relatives to whom you can talk. They may not have a solution to problems, but the act of confiding in another person and talking through a problem can make a person feel better.
2. Physical activity and exercise can reduce stress. Provide yourself with a routine of daily exercise.
3. Awareness of stress signals can help make one aware of stress increasing.
4. Keep track of daily stress factors and rate the stress. Note if there are specific patterns with specific people, problems, places, times, etc.
5. Realize you can only do so much and that you may need to take one thing at a time.
6. Adapt in situations you cannot change.
7. Maintain good nutrition and a balanced diet.
8. Get adequate rest and sleep.
9. Have adequate recreation, time to play.
10. Take steps to improve self-esteem.
11. Plan ahead and manage time better. Make lists and prioritize what needs to be accomplished.
12. Stay home and recuperate when sick.
13. Develop interests and something to do besides work.
14. Know that only one person can reduce stress --you.
15. Say "NO" when you have too much to do.
16. Stop when you are tired.
17. Relax. Practice Relaxation exercises daily.

## PERSONAL STRESS MANAGEMENT PLAN

---

1. Symptoms I am currently experiencing that may mean prolonged stress:  
List all symptoms, illnesses, recurring problems, issues worried about.  
List any other factor that has occurred in the past 12 months.
2. Things I am worrying about that I CAN control or influence:  
Indicate which items on the list can be controlled, and how.
3. Things I am worrying about that I CANNOT control or influence:  
Indicate whose problem or issue is this and why you are worried.  
How does it really affect you? What part of this can you control or influence?
4. Things I can do to relieve or reduce my stress:  
List what can be done to relieve or reduce the stress on you.  
List what you are going to do to.

### TEACHER'S MANUAL

(An outline can be written. #1 above can be Roman numerals, #2 can be listed under "A", #3 can be listed under "B", and #4 can be listed under "C"). (Illustrate how this outline can be used to complete the above exercise.)

- I. \_\_\_\_\_
- A. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- B. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- C. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- II. \_\_\_\_\_
- A. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- B. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_
- C. \_\_\_\_\_
1. \_\_\_\_\_
2. \_\_\_\_\_

III.	_____
IV.	_____
V.	_____
VI.	_____
VII.	_____
VIII.	_____
IX.	_____
X.	_____

## OTHER RELAXATION EXERCISES

**DEEP BREATHING:** Breathe deeply several times a day. This releases stale air and at the same time nourishes your body tissues and nerves. Make sure you are breathing deep into your stomach. Check this by putting your hand on your stomach as you breathe deeply. You should feel your hand rise slightly with the air. As you release the air, you should feel your hand sink. Breathe in to the count of 8. Then, breathe out slowly through your mouth to the count of 16. Do this exercise several times a day.

**COUNTING BACKWARDS:** Close your eyes and become aware of how your body feels. Consciously try to relax any tension in your body. Slowly say to yourself,  
 10 - I am relaxed.  
 9 - I am more relaxed.  
 8 - I am feeling deeper relaxation spreading through my body.  
 7 - I am more and more fully relaxed.  
 etc. When you get to 1, you will feel more relaxed and calm.

This exercise is fast and easy and can be repeated throughout the day.

**VISUALIZE A FAVORITE PLACE:** Close your eyes and breathe deeply. As you begin to relax, visualize a special place – a calm and relaxing place (it might be at the beach, in the woods, in the mountain, by a stream or any place that might be special to you). Picture yourself doing something you like to do there. Let that picture stay in your mind and enjoy it for several minutes as you relax.

**TOTAL RELAXATION:** Get comfortable. (Lie down or sit in a comfortable chair. Don't cross your arms or legs. Allow your whole body to sink into the chair or floor. Close your eyes. Take several deep breaths. With each breath, become more and more relaxed.

Start by relaxing your feet, and move slowly towards your head. Mentally, tell each major part of your body to become more and more relaxed (i.e., My knees are becoming more and more relaxed – repeat.) This may seem awkward at first. You may even be more aware of the tension than before. But, this still indicates you are beginning to relax. After doing this many times, you may notice numbness, tingling or a cold sensation.

Move from the feet to the ankles – to the lower legs – to the knees – to the thighs – to the buttocks – to the abdomen – to the chest - to the back - to the neck - to the shoulders and upper arms – to the elbows to the lower arms - to the wrists, hands and fingers. Then move to the jaw – let it drop open. Then relax the muscles around the mouth – the eyes – the forehead – and the scalp. Allow these feelings to flow throughout the body.

Teacher's notes: Have the trainees discuss an exercise program that is reasonable and controllable for them.

## BUILDING AN EXERCISE PROGRAM

EXERCISES I CAN SAFELY DO IN MY OWN ENVIRONMENT	HOW MANY TIMES A WEEK	ACCOMPLISHED
--	--------------------------	--------------

## Simple Relaxation Exercise

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1. Have the trainees pull back from their desks and free their hands of writing utensils. Have them sit tall in their chairs and place both feet on the floor.
2. Darken the room, close the door and make sure the room is quiet. Use your most soothing voice and a slow pace as you give the following directions.
3. Direct the trainees to close their eyes and concentrate on deep breathing for a few minutes. Fill their lungs as much as they can, breathing into their nose and out of their mouths. (Pause a few minutes to allow them to feel the effect).
4. Direct the trainees to relax their facial muscles, the muscles around the eyes, the jaw. (Pause a few minutes to allow them to feel the effects).
5. Direct the trainees to relax their neck muscles. (Pause for a few minutes to allow them to feel the effects).
6. Direct the trainees to relax the muscles in both arms, progressing from their upper arms, to their lower arms, to their hands, to their fingers. (Pause a few minutes to allow them to feel the effects).
7. Direct the trainees to relax the muscles in their thighs, their lower legs, their feet, and their toes. (Pause a few minutes to allow them to feel the effects).
8. Direct the trainees to concentrate on deep breathing again. (Pause a few minutes to allow them to feel the effects).
9. Direct the trainees to open their eyes. Put the lights back on. Discuss with them how they felt during the exercise and how they feel after the exercise.
10. Encourage the trainees to repeat this exercise whenever they feel stressed.

## WEEK THREE

### MANAGING LIFE WELL

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#### DAY TWELVE

#### TIME MANAGEMENT

#### GOAL:

**The trainees will begin to understand that life is time, and beneficial use of time improves success.**

- ✚ At the end of this day, the Trainee will:
- ✚ Understand success is related to managing time beneficially.
- ✚ Understand time concept related to success.
- ✚ Have concept of time is related to goal setting.
- ✚ Have understanding of time in life planning.

#### MATERIALS/SUPPLIES

Transparencies

*Maturity Means*

*Commitment*

*Never Admit Defeat!*

*Ladder of Achievement*

#### ACTIVITY

#### ICEBREAKER

#### STEP BY STEP

#### INSTRUCTOR'S NOTES

#### ICEBREAKER

#### DISCUSSION

*TEACHER'S NOTE:* Use the handouts on defeating achievement, commitment and maturity embellish the discussion.

Are you willing to spend every evening the next two weeks to make a start on attaining a lifetime goal even though success is not assured? If you don't try, you guarantee failure. If you do try, you have the chance to succeed. Failure is still a possibility.

Most people spend their lives minimizing losses rather than maximizing gains. For example: reading the Sunday paper - you waste time reading much that doesn't really interest you, when you could have played with the kids, read a book, or worked at a hobby.

Some people use up valuable time by endlessly weighing pros and cons for fear of taking a wrong step. Making “mistakes” can be a great time-saver. You find out what works by trying.

You get rid of unrealistic goals by having tried and failing to accomplish them. Studies have shown that people who hoped (and strived) for success were happier and accomplished more than those who feared (and expected) failure. If you’re willing to accept the initial failures on your way to success, you’ll find the energy you need to keep digging until you hit pay dirt.

Don’t be discouraged by “mistakes.” Trial and error is part of being human. Think that each “mistake” brings you a little closer to eventual success.

## **HOMEWORK**

Write out a statement telling how you believe you have used your time in the past.

What is the most important action you can change to create beneficial use of time?

What goal or success can you achieve by making a change in the action?

## **KEY TERMS**

TIME

ACHIEVEMENT

COMMITMENT

## **KEY TERMS DEFINED**

TIME	The period during which an action, process, or condition exists or continues; a period when something occurs; a measured period of life common to all living creatures.
ACHIEVEMENT	The act of getting something through effort; accomplishing something attempted.
COMMITMENT	A pledge or promise to do something; dedication to a long-term course of action.

## MATURITY MEANS

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RESPONSIBILITY

INTEGRITY

DEPENDABILITY

ABILITY TO DISAGREE

PERSEVERANCE

PATIENCE

FACING UNPLEASANTNESS

HANDLING FRUSTRATION

CONTROLLING ANGER

REMAINING CALM

HUMILITY

UNSELFISHNESS

BEING PEACEABLE



## COMMITMENT

---

Commitment is what transforms  
a promise into reality.

It is the words that speak  
boldly of your intentions  
And the actions which speak  
louder than the words.

It is making the time  
when there is none.

Coming through time after time,  
year after year after year.

Commitment is the stuff  
character is made of;  
The power to change  
the face of things.

It is the daily triumph  
of integrity over skepticism.

## **Never Admit Defeat!**

---

Abraham Lincoln just had a few rough spots in life.

Failed in business '31

Defeated for legislature '32

Again failed in business '33

Elected to legislature '34

Sweetheart died '35

Had nervous breakdown '36

Defeated for Speaker '38

Defeated for Elector '40

Elected to Congress '46

Son died '50

Defeated for Senate '55

Defeated for Vice President '56

Defeated for Senate '58

Elected President '60

## **Ladder of Achievement**

---

<b>100%</b>	<b>I DID</b>
<b>90 %</b>	<b>I WILL</b>
<b>80 %</b>	<b>I CAN</b>
<b>70 %</b>	<b>I THINK</b>
<b>60 %</b>	<b>I MIGHT</b>
<b>50 %</b>	<b>I THINK I MIGHT</b>
<b>40 %</b>	<b>I AM NOT SURE</b>
<b>30 %</b>	<b>WHAT IS IT?</b>
<b>20 %</b>	<b>I DON'T KNOW HOW</b>
<b>10 %</b>	<b>I CAN'T</b>
<b>0%</b>	<b>I WON'T</b>

## WEEK FOUR

### RAISING THE QUALITY OF LIFE




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#### DAY THIRTEEN

#### SEARCHING FOR THE PRINCIPLE: JOBS

##### GOAL:

**At the end of this day, Trainees will be able to:**

-  Understand where to look for available jobs.
-  Know how to complete a job application accurately.
-  Enhance their interviewing skills.

##### MATERIALS/SUPPLIES

*(Teacher's Note: Use the handouts or transparencies to generate discussion.)*

Transparencies

*Work Performance*

*Reasons for Applicant Not Hired*

##### ACTIVITY

ICEBREAKER

DISCUSSION

##### STEP BY STEP

*Resume*

*Application*

*Interview*

*Maturity*

*Who do you work for?*

##### INSTRUCTOR'S NOTES

##### ICEBREAKER

##### Group Resume

*Within each one is an incredible array of talents and experiences.*

*Suggest that one way to identify and publicize the group's resources is to compose a group resume (you may want to suggest a job or contract they could be bidding for.)*

1. Divide Trainees into groups of at least six members.
2. Give the groups markers and newsprint on which to display their resume.
3. It should include any data that sells the group as a whole, such as information about educational background, schools attended, total years of professional experience, positions held, professional skills, hobbies, talents, travel, family, major accomplishments, publications.
4. Invite each group to present its resume and then celebrate the total resources contained within the entire group.

## DISCUSSION

Resume – Invitation to apply  
Application – Qualify to do job  
Interview – Adoption into company family

### **Maturity**

*Who do you work for?*

*Discuss a change of mental attitude thinking.*

#### CEO

This frame of mind thinking is that the person is really self-employed. He/she is the chief executive officer (CEO) of their own life. As such, he/she must be the one to determine what is done to insure the success of their life. In looking for the source of revenue for their life, they must look at a JOB differently. They are already employed by themselves for their life. They must find a JOB in order to do the set of tasks that must be done to receive the money in exchange for the work. They must then perform as the sales person, when they are job searching. They must then be the contract negotiator to get the job that will benefit their life. When going for the job interview they are going in as a business negotiator. This will help them to focus on their ability to perform skills to benefit the other company, instead of focusing on the personal need for employment.

#### INTERVIEW

The new way of thinking is that the interview is really an adoption review for the company family. At the interview the company is looking to see if the Trainee will fit into the family. It is not the Trainee's skills that are being reviewed but rather the personality and character of the Trainee and whether he/she will fit into the particular family, which is the company. The ability of the Trainee to be assertive in communicating will benefit both the company and the Trainee. The interview is a two-sided process. The company is looking for a new member of the family (employee), and the Trainee is looking for a new family (employment at the company). Have Trainees refer to "Work Performance" for the qualities that are being looked for in the new family member (employee).

#### ENTREPRENEUR

This way of thinking is that the person is able to create income. The income may come from more than one source... instead of just the primary Job. Employment with one employer will not meet all of the income needs for a lifetime. Income may need to be made from second jobs, home businesses, investments, real estate.

#### HAZARDOUS MATERIAL

The business of hazardous materials handling opens up many possibilities for advancement for the individual. Have the Trainees brainstorm the many possible opportunities in this field -- new positions and responsibilities, i.e. inspectors, new businesses, companies to clean up hazardous material contamination, etc.

## **HOMEWORK**

Write out what kind of company (new family), the work environment, the type of people to work with, what you want this employment to do to improve your life... in addition to money (income). Tell how life will be better in areas of emotional, spiritual, social, health, and financial.

## **KEY TERMS**

JOB  
CAREER  
EDUCATION  
TRAINING  
PRINCIPLES  
KNOWLEDGE  
DEPENDABILITY  
COOPERATION  
LEADERSHIP  
WORK PERFORMANCE  
ENTREPRENEUR

## **KEY TERMS DEFINED**

JOB	A set of tasks to be done in a given amount of time for a given amount of money.
CAREER	A course of continued progress through a lifetime in respect to one's work.
EDUCATION	The learning process to develop and use one's mental, moral and physical powers to gain experience.
TRAINING	Preparatory discipline for participants; instruction and direction in a course of study.
PRINCIPLES	Natural laws formulated and accepted by the mind as a guide; an essential truth upon which other truths are based.
KNOWLEDGE	A state of knowing what is known through training, experience, or conditioning.
DEPENDABILITY	Capable of being reliable, trustworthy.
COOPERATION	Working jointly together to a common end to share in the benefits.
LEADERSHIP	Quality of acting as a guide; leading a body of people to a common goal.
WORK PERFORMANCE	Qualities needed while accomplishing work.
ENTREPRENEUR	A person who organizes and manages a business undertaking.

## **WORK PERFORMANCE**

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QUALITY OF WORK	Accuracy, neatness, and thoroughness of work Economy of time and materials. Care of equipment used.
QUANTITY OF WORK	Productive output. Speed and consistency of output.
DEPENDABILITY	Follows instructions. Exercises good judgment. Punctuality, attendance, and safety habits.
COOPERATION	Extent to which employee cooperates with other employees and departments.
VERSATILITY	Resourceful in handling assignment and solving problems. Versatile in application of knowledge and skills.
PLANNING	Ability to plan for immediate and long-range assignment. Sets realistic goals and timetables.
INITIATIVE	Diligent work habits. Strong sense of responsibility.
LEADERSHIP	Inspires confidence, productivity, and teamwork Fair and consistent use of discipline.

## **Reasons for an Applicant Not Being Hired**

---

Poor personal appearance

Limp handshake

Sloppy application – misspelled words on application or resume

Lack of confidence and poise, ill at ease

Fail to look interviewer in the eye

Inability to communicate clearly, poor voice, diction, grammar

Answers only yes and no to open ended questions

Sloppy application – misspelled words on application or resume

Makes excuses – evasiveness

Condemnation of past employers

Lack of tact

Lack of planning for career, no purpose or goals

Indecision

Unwilling to start at the bottom – expects too much too soon

Lack of interest and enthusiasm, passive, indifferent, apathetic

Lack of vitality – shuffling, slow movements

Over emphasis in money interest only in best dollar offer

Lack of maturity

Lack of courtesy – ill mannered

Lack of social understanding

Poor personal, life, marital problems



## WEEK FOUR

### RAISING THE QUALITY OF LIFE

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#### DAY FOURTEEN




#### SEARCHING FOR THE PRINCIPLES

#### “JOB SEARCH SKILLS”

##### **GOAL:**

**The Trainees will understand job search skills.**

**At the end of this day, Trainees will be able to:**

-  Identify jobs that they are currently skilled to perform, then identify skills they use on those jobs.
-  Identify their ideal job and the skills necessary to be employed on that job.
-  Identify the skills they think are necessary to meet their goals.

##### **MATERIALS/SUPPLIES**

For each Trainee:

*A copy of Classified Ads*

*Application forms from several local businesses.*

*Handout*

##### **Transferable Job Skills**

*Teacher's Note: Use the handout to embellish discussion.*

##### **ACTIVITY**

##### **STEP BY STEP**

##### **JOB SKILLS**

##### **DISCUSSION:**

*Attire appropriate for an interview and the job itself.*

*Do's and Don'ts of Interviewing.*

*Changing the way of thinking.*

##### **INSTRUCTOR'S NOTES**

*Read over the following to determine what class involvement you want to have. Depending on the time you have to be involved in each activity, the materials will vary, i.e. newspapers, Telephone Book Yellow Pages, pictures of dress, etc.*

## **REVIEW**

### Networking




View of papers: resume & application

Emphasize purpose of form and neatness and accuracy

Fitting into the family

Negotiating the interview is a business meeting. Information should be provided to each side, and both sides should be offering to benefit the other. Personal problems should not be a part of the interview.

Each trainee will be given the classified section of the daily paper (any edition) and be asked to find the job(s) for which they currently qualify.

-  Trainees will be asked to identify jobs that they are currently skilled to perform.
-  Trainees will be asked to identify their ideal jobs and the skills necessary to be employed on that job.
-  Trainees will identify the skills they think are necessary to meet their goals.

When a prospective job is found, have a Trainee call the company to get information about the company. This is not a call regarding the job itself. They can say they are in a job training class and they have a project to find out about companies that deal with hazardous materials. Trainees can find out about the interview process and what that company is looking for in employees.

A variety of sample job applications can be distributed, and Trainees will fill them out.

## **DISCUSSION:**

Attire Appropriate for an Interview and the job itself

Pictures clipped from a variety of popular magazines are used to stimulate discussion of appropriate and inappropriate attire for a job interview.

Discuss the importance of appearance for a job interview.




Discuss the impact that first impressions have on an employer.

Makeup for work and fun

Personal Hygiene

Grooming for work/ shaving/ hair / ironing

## Do's and Don'ts of Interviewing

-  Each student will have an opportunity to play the role of employer and employee.
-  Discussion should follow after each role-playing scenario.
-  Good interviewing skills should be highlighted. Point out interviewing skills that need improvement.

## Phone Etiquette

Access to a computer

## HOMEWORK ASSIGNMENT

Write a list of job positions and companies that employ for those positions. The list should contain names and phone numbers.

## KEY TERMS

RESUME  
APPLICATION  
INTERVIEW  
JOB SKILLS























## KEY TERMS DEFINED

RESUME	A profile of a person's experience that corresponds to the job being sought.
APPLICATION	A form providing for the appropriate formal request for a job.
INTERVIEW	The formal meeting of an employer or the company's representative, who is to examine the qualifications and the prospective employee, the applicant, for the purpose of determining the character and the ability of the applicant to fit into the company.
JOB SKILLS	The ability to perform the tasks required on the job.

## Transferable Job Skills

No matter what position and job a Trainee has had in the past, there are basic skills the trainee learned and developed that are transferable to another job. It is important to focus on the skills of the job gained rather than the job that was held.

### Basic skills

-  Oral communication skills
-  Written communication skills
-  Organizing facts
-  Organizing people
-  Managing budgets
-  Managing people
-  Speaking to public
-  Teaching others
-  Problem solving
-  Organizing detailed information
-  Analyzing numerical data
-  Using complex equipment
-  Operating machinery
-  Using tools
-  Doing research
-  Taking inventory
-  Demonstrating procedures
-  Interpersonal skills
-  Listening well
-  Being sociable
-  Influencing others
-  Motivating people

## WHOSE JOB?

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This is a story about four people named:  
Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and  
Everybody was sure that Somebody would do it.  
Anybody could have done it, but Nobody did it.

Somebody got angry about that,  
because it was Everybody's job.  
Everybody thought Anybody could do it,  
but Nobody realized that Everybody wouldn't do it.  
It ended up that Everybody blamed Somebody  
when Nobody did what Anybody could have done!

Anonymous – Source Unknown

## WEEK FOUR

### RAISING THE QUALITY OF LIFE




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#### DAY FIFTEEN

#### FINANCIAL: MEETING NEEDS, WANTS, & DESIRES

#### GOAL:

**At the end of this day, Trainees will be able to:**

-  Use money management techniques to plan for life and job changes.
-  Distinguish between a need and a want.
-  Write long and short term goals.

#### MATERIALS/SUPPLIES

Transparencies

Brownsfield Analogy

#### ACTIVITY

#### STEP BY STEP

ICE BREAKER

REVIEW

BUDGET

#### ***INSTRUCTOR'S NOTES***

ICEBREAKER

*Choice #1*

*Draw the place you would like to be living 5 years from now.*

*Choice #2*

*Draw a picture of what you would visualize life like if you had your money management under control.*

*INSTRUCTOR'S NOTE: Understanding of this exercise can be best understood through class discussion and practice. Each Trainee will get up and describe his picture. The Instructor will look for examples of Needs, Wants, and Desires pictured. These ought to be pointed out to the class as they are appropriate for a good quality of life.*

*Ask Trainees to distinguish between their needs and wants.*

#### **Key Words**

Needs - Survival

Wants - Make life more comfortable

Desires - Extras for life

## REVIEW

Needs Hierarchy

Money Management

(Maslow's Hierarchy of Needs)

## Money Management

Five areas –

1. Setting and evaluating personal goals,
2. Determining household income and basic expenses,
3. Allocating income to meet expenses promptly,
4. Becoming a knowledgeable consumer,
5. Managing day-to-day financial records.

## BUDGET

Trainees will learn how to develop their own budget, and relate this exercise to the long and shortterm goals that have been established.

## PLANNING

INCOME	Income is not fixed; it can be increased. Discuss the various ways income can be increased, i.e. gifts, second job, promotion, new job after education.
EXPENSES	Fixed or Variable
INVESTMENTS	Be sure to pay yourself. The amount should become part of net worth.

## Setting and Evaluating Financial goals

Set realist objectives.	If set too high, you may become frustrated and give up your plan.
Be flexible.	You may need to make changes or adjustments as your life and financial situations change. Don't make a plan so tight that minor changes in your life cause you to redo the entire plan.
Be specific.	Vague objectives may never be met.
Distinguish between wants and needs.	A lot of people get these mixed up. Make sure your needs are just that. A lot of us really want something, but that doesn't make it a need.

## Establishing Long and Short Term Goals

*Instructors Note: Give Trainees examples of long and short- term financial goals. Then, they will be asked to establish their own long and short- term financial goals, rank them according to importance, and assign a dollar value.*

## **HOMEWORK ASSIGNMENT**

Fill out the “Budget”. Be sure and include all bills and areas of expenses. If there is not enough income, list as many sources of new income, and ways that the expenses can be managed to reduce the amount of the expense.

## **KEY TERMS**

NEEDS  
WANTS  
DESIRES  
FIXED  
VARIABLE  
BUDGET  
MONEY MANAGEMENT

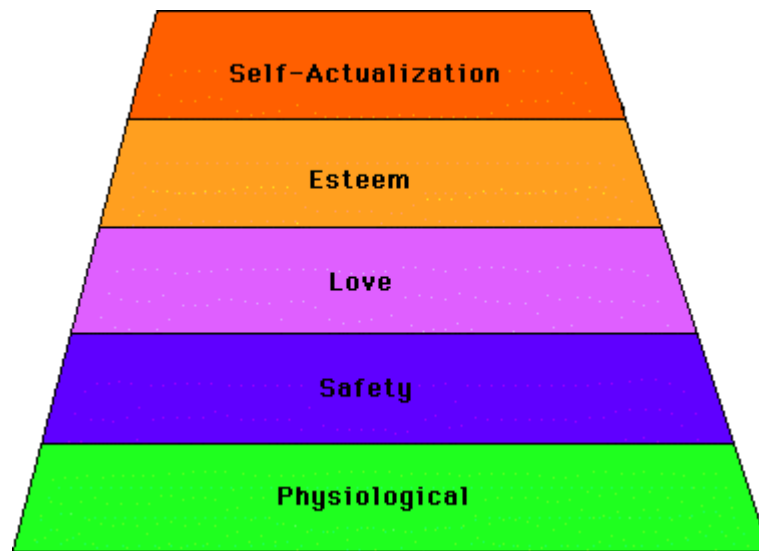
## **KEY TERMS DEFINED**

NEEDS	A condition necessitating a supply of something required for survival.
WANTS	To wish fervently for something when all needs are met; that which makes life more comfortable.
DESIRES	A yearning or strong longing for something extra not required for life.
FIXED	Remains unchanged over a period of time.
VARIABLE	Changes or is able to be changed.
BUDGET	A written statement of how money is handled, where it is to be drawn from, and where it is to be spent.
MONEY MANAGEMENT	The systematic approach to handling money to accomplish success



# ABRAHAM MASLOW'S HIERARCHY OF NEEDS

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## WEEK FOUR

### RAISING THE QUALITY OF LIFE

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#### DAY SIXTEEN




##### FINANCIAL – PLANNING AND ESTABLISHING

#### GOAL:

**At the end of this day, Trainees will be able to:**

Understand how to balance and evaluate a budget.

Ask appropriate questions when selecting a checking account, savings account, and applying for credit.

-  Understand the do's and don'ts of shopping wisely.
-  Understand how to achieve goals through budgeting.
-  Know how to develop their own budget, and relate to the long and short term goals that have been established.

#### MATERIALS/SUPPLIES

ESTABLISHING CREDIT

MONTHLY BUDGET PLANNING WORKSHEET

#### ACTIVITY

#### STEP BY STEP

BUDGETING PROCESS

#### INSTRUCTOR'S NOTES

##### BUDGETING PROCESS

*A budget is a plan for managing your money each month.*

*Some people prepare budgets for a whole year.*

*The budget shows how much money you will take in for the month and also shows how much you plan to spend and save.*

*How often do you find yourself unable to make one paycheck last until the next arrives?*

*Do you meet current expenses, but have nothing left to save?*

*These problems are common to almost everyone. A budget can help you reach more of your goals.*




*Discussion of this process will focus on the advantages of planning and sticking to a budget, as well as, the advantages to saving, regardless of the amount.*

## BALANCING AND EVALUATING YOUR BUDGET

Discussion will focus on how realistic is the budget that has been prepared. “Do expenses exceed income?” “Is there any money left for emergencies?” “Where can your budget be adjusted in order to be in line with your estimated income, i.e. reduce fixed and variable expenses?”











## PAYING BILLS AND GETTING ORGANIZED

Trainees are asked to ponder these questions:

-  When you get a bill in the mail, what do you do with it?
-  When you get a receipt from the store or a deposit slip from the bank, do you keep it or throw it away?
-  What are the advantages of organizing these important documents?

Your budget will probably continue to change from time to time. Continually go back over the budget and carefully examine how well income and expenses balance.

Use the following questions as a guide:

-  How close were you?
-  Did you estimate fairly and accurately?
-  Were there any areas you were very far off on estimations?
-  Did you forget anything in your budget?
-  Did you spend any money you did not plan for?
-  Did you allow enough money for everything?
-  Did you allow too much for anything?
-  Did you (and everyone in your family) stick to the budget?
-  Did you stick to cash?
-  Were all credit card debts emergencies, and paid at end of month?

After you have tried it out for several months, evaluate how well you are doing at estimating your expenses. If you are having problems, see if there is a trend (i.e. are there certain items you are always missing?) See if you can figure out why these trends exist.

If the budget doesn't work for you at first, change it until it does. Don't get discouraged.

### **Balancing the Budget Principles**

There are two sides to the balance, Income and Expenses. Increase the Income and decrease the excess, wasteful Expenses.

## **Paying Bills and Completing the Budget**

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Plan a budget and pay bills at the first of the month or when the bill comes in.

At one time, all bills could be paid at first of the month, but now some companies send bills out on a stagger billing, depending on the name or account type. But payment needs to be made within five days of the first of the month or receipt of the bill.

To get started, place all bills in front of you on the table.

Begin with the Income.

Enter the Take Home, or After Tax wage for each source of income. Then add up all income to determine the TOTAL INCOME.

Complete the Fixed Expenses by entering the amount of each of these bills. Then add up all of the Fixed Expenses = Total Fixed.

Complete the Variable, Flexible Expenses, enter the amount of each of these bills, or the amount actually spent during the previous month and total Variable.

Always pay the expenses for Needs first. Write the date you paid the bill in the Date Paid column.

Then pay the wants, and lastly the desires. These will usually be the variable, flexible bills.

Note the date paid.

## Establishing Credit

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### WAYS TO BUILD GOOD CREDIT HISTORIES

#### CREDIT HISTORY

It is important to establish a history of credit worthiness before a financial institution will lend you money. Credit reporting agencies keep credit histories and sell them to potential creditors. The Federal Fair Credit Act allows you to learn what is in your credit file and to question any of the information it contains.

#### HOW LENDERS VIEW CREDIT HISTORIES

Potential lenders, such as banks, charge card companies, and stores evaluate your income, debts, savings, and other assets, as well as your promptness in paying bills.

The Federal Equal Credit Opportunity Act prohibits lenders from denying credit on the basis of race, gender, color, religion, national origin, age, marital status, because all or part of the applicant's income comes from public assistance, or because the applicant has exercised a right under the Consumer Credit Protection Act. If credit is denied, the law gives the applicant the right to know why.

Some creditors use scoring systems that compare an applicant's financial situation to those of their current credit users to predict who will be a good credit risk.

Sometimes the item being financed helps determine whether you qualify for a loan, because the product is "security" that will be returned to the creditor if you default or stop paying on the loan.

You should be careful not to apply for credit from too many places at once. A creditor may turn you down if the total amount of credit you have is more than the creditor allows for someone in your circumstances.

From *THE PRINCIPLES OF MANAGING YOUR FINANCES*,  
U.S. Department of Agriculture, 1986

## MONTHLY BUDGET PLANNING WORKSHEET

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TYPE	SOURCE	INCOME	ESTIMATE	AMOUNT	DATE PAID
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WAGES	SELF				
	SPOUSE				

OTHER					
INCOME TOTAL					

EXPENSES	FIXED	VARIABLE
HOUSING		
Rent/mortgage		
Gas		
Electricity		
Telephone		
Insurance		

TRANSPORTATION		
Car payments		
Car insurance		
Bus/Taxi		

Other		
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**TOTAL EXPENSES**

## WEEK FIVE

### DEVELOPING THE WHOLE SELF





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#### DAY SEVENTEEN

#### FINANCIAL – LONG TERM GOALS

GOAL:  
Understanding the Life Long View

At the end of this day, Trainees will be able to:

-  Understand the importance of looking at financial needs as life long rather than monthly needs.
-  Establish their own long-term goals.
-  Rank their long-term goals according importance.
-  Assign a dollar value to their goals.

#### **MATERIALS /SUPPLIES**

*One transparency for each listed*  
*The Goal Setting Process*  
*Chalkboard or flip chart*  
*Copies of Handouts (one per trainee)*  
*The Goal Setting Process*

#### **ACTIVITY**

#### **STEP BY STEP**

GOAL SETTING PROCESS  
LIFE PLANNING

#### **INSTRUCTOR'S NOTES**

*(For Instructor's guide only)*

#### **THE GOAL SETTING PROCESS**

1. VISION
2. CHECKPOINT
3. REALIZING
4. BARRIERS

5. BRAINSTORM
6. DEVELOPMENT
7. TIMEFRAME
8. FEELINGS
9. ACTION
10. EVALUATION

### **LIFE PLANNING**

Discuss each of these topics in view of what is wanted in the long term and what needs to be done in the short term to begin on the way to success and achieving the goal.

EDUCATION  
RETIREMENT  
INVESTMENTS  
HOUSE

### **HOMEWORK**

Review the Goal Setting Process. Write it down for yourself on another piece of paper.

### **KEY TERMS**

GOAL  
VISION  
BRAINSTORMING  
BARRIERS  
LIFE PLANNING  
LONG TERM GOALS

### **KEY TERMS DEFINED**

GOAL	An aim, destination, or objective.
VISION	The foresight or imagination of how things should be, paying little regard to how they actually are.
BRAINSTORMING	A technique for eliciting ideas, decisions or solutions to problems by concentrated, uninhibited discussion.
BARRIER	An obstacle barring access or advancement, or hindering progress.
LIFE PLANNING	A detailed course of action designed to construct the positive outcome for the years of the entire life.
LONG-TERM GOALS	The aim which has a completion date greater than the midpoint check; usually 2 or more years.



# The Goal Setting Process

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VISION	Envision what you want to achieve in ten years. What do you want your life to be like? What do you want? What don't you want? What do you want to change?
MIDPOINT	Now think about 5 years from now. If you were to select a midpoint to check where you are, what would it be like?
REALIZING	To be able to reach your goals in the view of over a long time, what goal needs to be reached in half the time as your long-term goal?
BARRIERS	Now look at the present. What are the barriers between where you are right now, and where you need to be at the mid-point and later in the long term? What barriers cannot be overcome, because you have no control in being able to make them come to pass? What barriers can you overcome by yourself? What barriers can be overcome, but you need the help of someone else?
NETWORKING	Who can you network with to overcome the barriers?
BRAINSTORM	Now, think about how someone else might set about reaching your long-term goals. Think about a variety of ways. Don't close your mind to any idea. <b>THIS IS NOT THE PLANNING STEP!</b> All ideas are good. Even the ones you say won't work. Writing down your thoughts is <b>GOOD</b> .
DEVELOPMENT	Now that you have written down a lot of ideas, take the ideas and develop a workable plan. Throw out any idea that does not have the principle that you have the control. So if you do not have the control of your actions, throw them out and work with what is left. Put the ideas together into a plan. Then make a second plan, or a third, etc.
TIMEFRAME	After developing the plan, then go back to each step and affix time when it is to be done. Have a time to check to see how things are progressing. And, have a due date, a final date when you can mark success being achieved.
FEELINGS	Look back over each step of the plan and the dates. Now ask yourself how you feel about being able to do this. If you have any doubt, then go back to developing a plan that you can feel good about. <b>NOTE:</b> Usually if you feel uncomfortable about any part of the plan, the plan may not succeed.

## ACTION

Once you have a plan you feel good about, begin to take action. Take it one small step at a time.

## EVALUATION

As you progress through your plan, evaluate whether things are working. If they are not, be flexible and willing to change your plan, so you that you can succeed.

## WEEK FIVE

### DEVELOPING THE WHOLE SELF





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#### DAY EIGHTEEN

#### SELF IDENTIFICATION

#### **GOAL:**

**At the end of this day, Trainees will be able to:**

-  Identify the characteristics that enhance positive interpersonal skills.
-  Develop effective communication skills.
-  Develop skills to effectively handle problems and conflict.
-  Develop skills in understanding and appreciating diversity among people.

#### **MATERIALS /SUPPLIES**

#### **ACTIVITY**

#### **ICE BREAKER**

#### **STEP BY STEP**

#### **DISCUSSION**

#### **WHAT MAKES YOU UNIQUE?**

#### **INSTRUCTOR'S NOTES**

(For Instructor's guide only)

#### **ICE BREAKER**

#### **Unique**

Select some item that is natural, such as nuts, potatoes, rocks, seed pods, etc. Whatever is natural and complete in itself.












Pass out one each to each Trainee. Have Trainee get well acquainted with the item, their item. Know all of the dots, identifications, and individual characteristics by feel. This part of the exercise should not last more than three to five minutes. Then have the Trainees put their item with everyone's in a brown bag. Have each trainee put one arm into the bag, feel around, and find their item according to touch only.

Ask each Trainee how they knew that this item was theirs.

#### **DISCUSSION**

*There should be group discussion following this Ice Breaker to determine whether or not the trainees know themselves as well as they know their item.*

## REVIEW

-  Temperament
-  Communication Style
-  Values
-  Responsibility
-  Physical
-  Spiritual
-  Mental
-  Financial
-  Social
-  Family
-  Career

### What makes you Unique?

Think about yourself in terms of Temperament, Communication Style, Values and Responsibility.

### Temperament

These are rare general tendencies that are you in given situations. Think about home, social, work, and when you are by yourself.

### Communication Style

The style of communication depends on the emotion affecting you in a given situation. What communication style describes you most in different situations?

### Values

Are less likely to vary from situation to situation, but may vary as we try to please others so we can obtain recognition and acceptance from them.

What about each of these areas do you see a need to change in order for you to achieve your goals?

Specifically think about each of the areas of responsibility.

## HOMEWORK

A night of reflection on each of the areas of responsibility and how life should be.

## KEY TERMS

Assessment

Values

Self Determination

# KNOW YOURSELF

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## Temperament Types

### **Compassionate**

You are very sensitive to other people, to all kinds of external stimuli such as noise, color and movement. Sensitive temperament types are inclined to be compassionate, emotionally vibrant, and intuitive.

### **Focused**

You are conscientious about your feelings, and what you can do about them. You are prone to melancholy and worry. Focusers can become depressed or markedly obsessed. But when they are in their comfort zone, they are focused (in the positive sense); attentive, connected, and conscientious.

### **Creative**

You can be quite dynamic, especially in a work situation. When comfortable, this temperament type leads to expressiveness of a more passionate nature. However, at the extreme, this personality type can become irritable and prone to anger and hostility.

### **Impulsive**

Your instinct dictates that you turn outward, to seek out sensations and high-risk activities that will arouse you. When your cravings for arousal get the best of you, you are blindly drawn to sensation seeking – either in love or in work. When misdirected, your seeking may result in impulsive or self-destructive behavior and addictions. On the plus side, the impulsive type may find challenge, action, drama, and adventure from which he/she derives enormous satisfaction.

# Who do you want to be?

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## Assertive Characteristics

- ✚ Calm
- ✚ Caring
- ✚ Cheerful
- ✚ Confident
- ✚ Considerate
- ✚ Creative
- ✚ Curious
- ✚ Dependable
- ✚ Determined
- ✚ Dignified
- ✚ Disciplined
- ✚ Energetic
- ✚ Enthusiastic
- ✚ Goal-Achieving
- ✚ Good Listener














- ✚ Gracious
- ✚ Happy
- ✚ Healthy
- ✚ Honest
- ✚ Knowledgeable
- ✚ Loving
- ✚ Loyal
- ✚ Mature
- ✚ Motivated
- ✚ Optimistic
- ✚ Organized
- ✚ Sincere
- ✚ Trusting
- ✚ Understanding
- ✚ Upright

# BEHAVIORAL STYLES













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## Descriptive Terms
















### **Dominant - Director - Talker**

-  Impatient
-  Confident
-  Competitive
-  Fears being taken advantage of
-  Needs direct answers
-  Volunteers for jobs
-  Thinks up new activities
-  Looks great on the surface
-  Creative and colorful
-  Has energy and enthusiasm
-  Starts in a flashy way
-  Inspires others to join
-  Charms others to work

















### **Influencing - Relater - Watcher**

-  Emotional
-  People-oriented
-  Optimistic
-  Fears loss of social approval
-  Needs freedom
-  Competent and steady
-  Has administrative ability
-  Peaceful and agreeable
-  Mediates problems
-  Avoids conflicts
-  Good under pressure
-  Finds the easy way

### **Steady - Supporter - Worker**

-  Family Focus
-  Loyal
-  Possessive
-  Fear loss of security
-  Need time to adjust
-  Goal oriented
-  Sees the whole picture
-  Organizes well
-  Seeks practical solutions
-  Moves quickly to action
-  Delegates work
-  Insists on production
-  Makes the goal
-  Stimulates activity
-  Thrives on opposition

### **Cautious - Thinker - Thinker**

-  Organized
-  Accurate
-  By the book
-  Fear Criticism
-  Need lots of information
-  Schedule oriented
-  Perfectionist, high standards
-  Detail conscious
-  Persistent and thorough
-  Orderly and organized
-  Neat and tidy
-  Economical
-  Sees the problems
-  Finds creative solutions
-  Needs to finish what starts
-  Likes charts, graphs, figures, lists

## WEEK FIVE

### DEVELOPING THE WHOLE SELF



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#### DAY NINETEEN

#### KNOWING YOURSELF

#### GOAL:

**At the end of this day, Trainees will be able to:**

-  Know who they are and what they have learned.
-  Determine their most important accomplishment since beginning the training.

#### ACTIVITY

ICE BREAKER  
DISCUSSION

#### STEP BY STEP

#### **INSTRUCTOR'S NOTES**




*(For Instructor's guide only)*

ICE BREAKER

SELF PORTRAIT

*Ask Trainees to draw a picture of themselves, as they see themselves.*

*Ask the following questions:*









-  *Is this person smiling?*
-  *Do you see yourself as happy or sad?*
-  *Do you see yourself as unique, pretty, or plain?*

*Divide the trainees into three groups, to share their feelings about their "self portrait."*

*At the end, discuss whether or not the Trainees found it difficult to draw themselves.*

#### DISCUSSION:

What do you want out of life?























-  Your relationship with yourself
-  With God
-  With spouse
-  With parents
-  With family
-  With neighborhood
-  With community
-  With society

How do you want to contribute your best to each of these areas?



## What Do You Value?

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- |   |  |
|---|--|
|  Religion  |  Prestige                                       |
|  Education   |  Food   |
|  Family vacation                                   |  Making lots of money                           |
|  Saving money                                      |  Starting a new business                        |
|  Insurance   |  Family activities                              |
|  Recreation friends                                |  Paying off debts                               |
|  Health  |  Entertainment                                  |
|  Jewelry   |  New home                                       |
|  Culture (theater, movies, plays, dance, recitals) |  Recreation equipment                           |
|  Transportation                                    |  Personal appearance (clothes, shoes, hair cut) |
|  Job success                                       |  Other  |

***Trainees will be asked to develop their plan of action from this day forward.***

*Have Trainees think about what they have learned and what they need to learn:*

## **BASIC SKILLS COMPONENT**







### **READING, WRITING, MATH, ESSENTIAL BASIC SKILLS**

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#### **Industry Skills**

(Data entry, office skills, hazardous materials, short term training options)

#### **Computer Skills**

-  Workplace Readiness
-  Work values, teamwork, dealing with change, interpersonal skills, attitude, time management, business/work image and etiquette
-  Ethics, conflict resolution
-  Emotions, anger management
-  Options for work-based learning
-  Cooperative education, internship, clinical, adult apprenticeship, job shadowing, volunteering

If additional training is used, what method of learning is best for the individual?

-  Traditional classroom instruction
-  Self-paced computer-based or assisted options in a computer lab
-  Video course work
-  Competency-based training
-  Certification requirement training

#### **HOMEWORK**

Retake the Life Skills Assessment

## WEEK FIVE

### ENHANCING INTERPERSONAL SKILLS





#### DEVELOPING THE WHOLE SELF

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#### DAY TWENTY

##### Communicating Effectively

#### GOAL:

-  Identify those characteristics that enhance positive interpersonal skills.
-  Develop effective communication skills.
-  Develop skills to effectively handle problems and conflict.
-  Develop skills in understanding and appreciating diversity amongst people.

#### ACTIVITY

#### STEP BY STEP

##### SUMMARY OF WEEK

#### DISCUSSION:






Communicating Effectively  
Role Playing

#### **INSTRUCTOR'S NOTES**

*(For Instructor's guide only)*

Summary of Week

#### Communicating Effectively

-  Learn to express yourself, and think carefully about what you want to say.
-  Be precise, not general.
-  Present one idea at a time and ensure that it is understood before continuing.
-  Be pleasant and confident.
-  Speak clearly when expressing your ideas.




Learn good listening skills. Careful listening avoids misunderstanding.  
(It is work, but it helps you grasp what the speaker is trying to say.)

Here are some tips:

1. Give your undivided attention to the speaker. Show that you are interested in what is being said.
2. Do not rush, interrupt, or finish sentences for the speaker.

3. Ask questions if you need more information.
4. Paraphrase the speaker's statements if you need a clearer understanding of what is being said.

Paraphrasing is summarizing what the speaker has just said. It is an extremely helpful tool because it:

-  Makes you listen carefully.
-  Lets the speaker know if the message was communicated correctly.
-  Eliminates misunderstanding which can lead to conflict.

**“So what you are saying is that you think today’s assignment is very important, and it could help as I go through life”**

## ROLE PLAYING

1. Play the game “Telephone” or some people may call it “Telegraph”.

**Step 1** Have the trainees sit in a circle. Start a statement with the first trainee whispering in that person's ear.

**Step 2** Have each whisper the same statement to each one sitting next to them. It must be whispered into each person's ear only once.

**Step 3** Have the last trainee say out loud what he/she was told.

**Step 4** Compare the beginning statement with the ending statement.

The purpose of this game is to show how faulty communication is without concentration and attention to the communication skills.

Have a role play with the following: a family situation, work scenario, etc. Create a situation that would apply to the greatest number of trainees.

*Example: Children are fighting over which program to watch on T.V. while mother wants to talk on the telephone.*



## WEEK SIX PLAN OF ACTION

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### DAY TWENTY ONE LIFE PLANNING

#### **GOAL:**

**At the end of this day, the trainee will:**

-  Have begun thinking in terms of long-term goals in life planning.
-  Have written goals.

#### **MATERIALS /SUPPLIES**

Handout: Life Skills Assessment

#### **ACTIVITY**

Turn in Homework

#### **STEP BY STEP**

#### **DISCUSSION**

*Life Planning*

*Goal Setting*

#### **INSTRUCTOR'S NOTES**

*(For Instructor's guide only)*

#### **HOMEWORK**

*Pick up the Life Skills Assessment*

*These will be compared with the assessment done the first week.*

*How far has the Trainee come?*

## WEEK SIX PLAN OF ACTION

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### DAY TWENTY TWO INTERPERSONAL SKILLS

#### GOAL:

**At the end of this day, the Trainee will:**

✚ Understand the importance of improving interpersonal skills in developing functional relationships.

✚ Understand the benefits of good, clear communication in expressing oneself.

#### ACTIVITY

#### STEP BY STEP

#### DISCUSSION AND PLAN OF ACTION

*What to overcome*

*Characteristics of aggressive and passive behavior, and communication style*

#### INSTRUCTOR'S NOTES

(For Instructor's guide only)

Enhancing Interpersonal Skills

Why is it important to learn Interpersonal Skills

**Definition:** The possession of interpersonal skills refers to the ability to relate to other persons. For some people it is a natural talent. For others it is a skill that must be developed.

People will be more effective in communicating their thoughts and feelings, and getting the response they want. Being effective means learning how to:

- a. Express feelings.
- b. Present oneself well.
- c. Give and receive compliments gracefully.
- d. Say "no" when appropriate.
- e. Resolve problems effectively.

People will be happier if they get along well with others. You will have:

- a. More self respect when you recognize your success in dealing with people.  
You will also feel good about yourself.
- b. More respect from others! They will appreciate your directness, honesty and dependability.
- c. More respect for others! You will recognize and appreciate their skills and personal qualities.

Learn Good Self-Expression

**KEY TERMS**

Interpersonal Skills

**KEY TERMS DEFINED**

Interpersonal Skills	The skills needed to relate to other persons.
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## WEEK SIX PLAN OF ACTION

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### DAY TWENTY THREE

#### GOAL SETTING – TIME MANAGEMENT

#### GOAL:

At the end of this day, the Trainee will:

- ✚ Have a timeline for accomplishing their goals.

#### MATERIALS /SUPPLIES

Chalk board or flip chart

#### ACTIVITY

#### STEP BY STEP

REVIEW

TRAINEES' FEELINGS

DISCUSSION

SURVEYING FOR THE FUTURE

#### INSTRUCTOR'S NOTES

*(For Instructor's guide only)*

#### *REVIEW*

#### *SURVEYING FOR THE FUTURE*

*10-year dream*

*5-year vision*

*This month's planning*

*6 months action plan*

#### *PRESENTATION*

#### *TRAINEES' FEELINGS*

*Have each Trainee stand up before the class and have them tell what they have received from the entire program and also from Life Skills component.*

#### HOMework

Write out the 10-year dream, the 5-year vision, this month's planning, and 6 months' action plan. Be sure to write the goals in this order.



## WEEK SIX PLAN OF ACTION




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### DAY TWENTY FOUR GOAL SETTING – REVIEW

#### GOAL:

**The Trainees will conclude the program with a satisfied feeling**

#### **At the end of this day, the Trainees will:**

-  Have feelings of satisfactory completion in obtaining information important for their living.
-  Complete all necessary forms and reports required by the program.
-  Be given individually a positive statement to carry them forward to progress in putting their Plan of Action into force.

#### **MATERIALS /SUPPLIES**

Copies of Evaluation (one per trainee)

#### **ACTIVITY**

#### **STEP BY STEP**

EVALUATION

SUMMARY OF WEEK

#### **INSTRUCTOR'S NOTES**

*(For Instructor's guide only)*

#### **EVALUATION**

Complete the Evaluation and Report for each Trainee.  
Note problems Trainee had to overcome, and accomplishments made.

#### **SUMMARY OF PROGRAM**

Summarize the Overview of the Program as an entirety, looking forward to additional training and assistance they will receive. Summarize the Life Skills component with particular interest as to where the Trainee may be in five years.

Thank the Trainees for the opportunity to learn from them and express appreciation for knowing them. Reflect back to first day introductions and what they desired to receive.

*The following section of the Life Skills Assessment can be administered at the completion of all activities as a gauge of individual improvement.*

## Post-Life Skills Assessment

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Trainee's Name \_\_\_\_\_

35. Do you currently prepare a budget each time you are paid? YES \_\_\_\_\_ NO \_\_\_\_\_

36. I have a clear understanding of culture and ethnicity. YES \_\_\_\_\_ NO \_\_\_\_\_

37. I believe that my race has a direct relationship to where I am in my life.  
YES \_\_\_\_\_ NO \_\_\_\_\_

38. My greatest ambition is to become \_\_\_\_\_

39. My self esteem is (check one):

Low \_\_\_\_\_  
Medium \_\_\_\_\_  
High \_\_\_\_\_

40. My personality can best be described as ( check one):

Passive \_\_\_\_\_  
Aggressive \_\_\_\_\_  
Assertive \_\_\_\_\_

41. I currently have a checking account. YES \_\_\_\_\_ NO \_\_\_\_\_

42. In my opinion, it is important to have a checking account. YES \_\_\_\_\_ NO \_\_\_\_\_

43. I currently have a savings account. YES \_\_\_\_\_ NO \_\_\_\_\_

44. In my opinion, it is important to have a savings account. YES \_\_\_\_\_ NO \_\_\_\_\_

45. I believe others are responsible for my success or failure in life. YES \_\_\_\_\_ NO \_\_\_\_\_

46. I handle stressful situations very well. YES \_\_\_\_\_ NO \_\_\_\_\_

47. I am a very stressful person. YES \_\_\_\_\_ NO \_\_\_\_\_

48. When I am stressed out, usually \_\_\_\_\_

49. I like to stick with a task until it is finished. Never \_\_\_\_\_ Sometimes \_\_\_\_\_ Always \_\_\_\_\_

50. I read the labels on food before I purchase it. YES \_\_\_\_\_ NO \_\_\_\_\_

51. I exercise on a regular basis. YES \_\_\_\_\_ NO \_\_\_\_\_

52. I get nervous when I have to speak before a group of people. YES \_\_\_\_\_ NO \_\_\_\_\_

53. My favorite meal is \_\_\_\_\_

54. How do you feel about yourself? \_\_\_\_\_

55. How do you feel about your racial group? \_\_\_\_\_

56. How do you view your personal power? \_\_\_\_\_

57. I take responsibility for myself. YES \_\_\_\_\_ NO \_\_\_\_\_

58. Voting is important. YES \_\_\_\_\_ NO \_\_\_\_\_

59. List in order of priority what you value: Education \_\_\_\_\_ Religion \_\_\_\_\_ Friends \_\_\_\_\_  
Family \_\_\_\_\_ Work \_\_\_\_\_ Entertainment \_\_\_\_\_ Money \_\_\_\_\_ Time \_\_\_\_\_

60. I manage stress by \_\_\_\_\_

61. When I have an appointment I am usually: On time \_\_\_\_\_ Early \_\_\_\_\_ A little late \_\_\_\_\_

62. Most job seekers get jobs through: Answering want ads \_\_\_\_\_ Sending out resumes \_\_\_\_\_  
Completing applications \_\_\_\_\_ Personal networking \_\_\_\_\_

63. Use 5 words to describe yourself. \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

64. My communication skills are: Good \_\_\_\_\_ Great \_\_\_\_\_ Needs Improvement \_\_\_\_\_

65. List one goal you would like to accomplish in the next two to five years. \_\_\_\_\_

66. I get along well with others: Most of the time \_\_\_\_\_ Sometimes \_\_\_\_\_ Hardly ever \_\_\_\_\_

67. I can reach my life goals: On my own \_\_\_\_\_ with some support of others \_\_\_\_\_  
with support from others \_\_\_\_\_

68. I have a plan for my life. YES \_\_\_\_\_ NO \_\_\_\_\_

